World Languages Standards
Modern
Classical
American Sign Language

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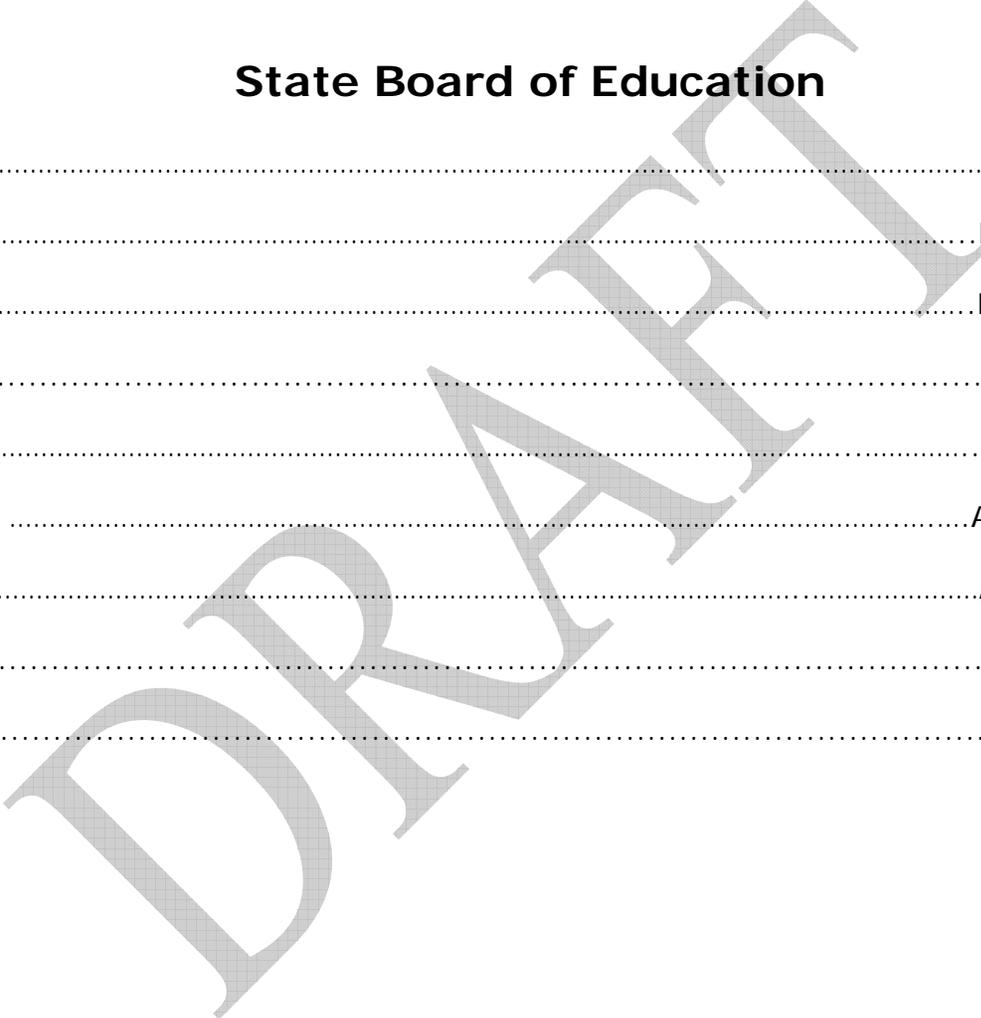
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Introduction

Proficiency in languages other than English is critical in our global society. Proficiency is the ability to communicate in another language in a meaningful way. "There are different levels of proficiency ranging from a very basic ability, or novice level, to a very sophisticated ability, or superior level. ACTFL (American Council on the Teaching of Foreign Language) has established descriptions of the various levels and they include the ability to communicate orally and in writing, as well as the ability to read and listen. Proficiency is the term used because it denotes the various levels and does not equate to "fluent", which denotes the ability to communicate as well as a native speaker. Our school programs help students become "proficient" users of the language, but do not make them fluent". (M. Abbott/ACTFL, personal communication, August 25, 2008). To meet the challenges of ever-increasing global connections and to be a front-runner in a global economy, students in the District of Columbia must communicate in a culturally appropriate manner with people from around the world. With today's ever-increasing diversity – in the classroom, workplace, and community- it is crucial that native-English-speaking students have a greater understanding of the cultural background of their fellow classmates and to learn respect for diverse cultures.

"The United States must educate students who are equipped linguistically and culturally to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which **ALL** students will develop and maintain proficiency in English and at least one other language, modern or classical. Children who come to school from non-English-speaking backgrounds should also have opportunities to develop further proficiencies in their first language." (Standards for Foreign Language Learning in the 21st Century, 3rd Edition, 2006)

The expanded view of language learning for ALL students is a significant change in the history of language education in the U.S. Regardless of educational or career aspirations, students graduating from District of Columbia Public Schools, whether English language learners, students with special needs, or students from diverse socioeconomic and linguistic backgrounds, will require the cross-cultural skills and knowledge, the insight, and the access to a world beyond traditional borders. (Standards for Foreign Language Learning in the 21st Century, 3rd Edition, 2006, pg. 31)

There has been an increasing trend to find a term that does not use the word "foreign" to describe the teaching of languages other than English since our national demographics have changed so dramatically in the last 15 years. The term "world languages" is now widely used to describe language learning programs. Many of the languages taught within our schools are not "foreign" to many of our students (e.g., Native American languages, American Sign Language, Spanish, French, Chinese, and/or Korean). Many states have recognized this situation by referring to these languages as World Languages, Modern and Classical Languages, Languages Other Than English (LOTEs), or Second Languages (The Essentials of World Languages, Grades K-12, ASCD 2007).

In recognition of this era of interconnectedness, District of Columbia Public Schools use World Languages to refer to the teaching of languages other than English. World Languages appropriately represents the languages and cultures that make up our present multilingual and multicultural global community.

The study of world languages has been included in the list of core subjects prescribed by the No Child Left Behind Act (NCLB: U.S. Department of Education, 2001). Parents and the public at large support a comprehensive education that includes the study of history, civics, geography, foreign languages, and the arts, in addition to English/language arts, mathematics and science. The 2003 NASBE (National Association of State Boards of Education) report, titled The complete Curriculum: Ensuring a Place for the Arts and Foreign Languages in America's Schools, provides a compilation of research on the cognitive and affective benefits of the study of other languages and the advantages of early language learning and presents an overview of the current state of world language education in U.S. schools.

The March 2005 NASBE Journal – The State Education Standard, focused entirely on: "International Education: Opening Doors to Global Understanding". The articles emphasized the fact that international education is one of many tools that contributes to students effectively grasping how rapidly the world changes and how important it is for them to be attuned to those changes and what they mean for their futures. The articles further emphasized that international education is not an optional elective, but an essential component of a comprehensive education. Decisions on the foreign languages taught in schools should reflect the growing influence of China and other Asian countries and the need to communicate with people in all parts of the world in order to enhance international trade, cross-cultural understanding, the conduct of American foreign policy and national security.

"The United States has an unprecedented need for individuals with highly developed language competencies not only in English, our societal language, but also in many other languages. In fact, the need for individuals with proficiency in languages other than English for use in social, economic, diplomatic, and geopolitical arenas has never been higher (Brecht & Rivers, 2000). Even before the events of September 11, 2001, congressional hearings had begun to document a shortage of professionals with the language proficiencies required to carry out a wide range of federal government activities. More than 70 government agencies reported a need for individuals with foreign language expertise. Since September, the General Accounting Office has suggested that shortages of staff with foreign language expertise at several agencies "have adversely affected agency operations and hindered U.S. military, law enforcement, intelligence, counter terrorism, and diplomatic efforts" (Barr, 2002)." (Richard D. Brecht and Catherine W. Ingold: "Tapping a National Resource: Heritage Languages in the United States". National Foreign Language Center, Washington, DC – CAL Digests Series – May 2001)

There are significant benefits for students who study World Languages, and that study should begin as early as possible. "A preponderance of the world's citizens routinely speaks more than one language. Students often begin foreign language study in the **fourth grade**. Research shows this early start strengthens their cognitive development and fluency in the language - provided instruction continues. Yet, many U.S. students in America wait another five years, even as fluency levels required for success in national security or the global economy grows. Our foreign language education system needs an overhaul to prepare U.S. children for the challenges of this profoundly interconnected world" (Catherine Ingold: "Wise to nurture 'heritage speakers'." Baltimore Sun. *June 23, 2008).*

The District of Columbia Public Schools needs to take the bold step of offering and encouraging our students to begin language study at an early age and continue until graduation. This bold effort will not only prepare our students for the global work environment of the 21st Century, but will distinguish our school system as a beacon for others to follow in the educational reform efforts taking place across the nation, as most capital cities around the world are. A recent study concerned with the need to strengthen foreign language skills among U.S. students examined the successes of other countries. Conducted by the Center for Applied Linguistics, the study collected information from twenty-two educators in 19 countries about foreign language instruction in their elementary and secondary schools. Appendix 1 contains a chart that summarizes the ages at which the first foreign language is introduced to the majority of students. The majority of students in the United States do not begin to study a foreign language until age 14.

"The study of another language and culture gives students the powerful key to successful communication*: knowing how, when, and why, to say what to whom.* All the linguistic and social knowledge required for effective human-to-human interaction is encompassed in those ten words" (ACTFL). Learning world languages prepares students for global understanding and living in a multicultural, multilingual world. Study of and through another language provides essential communication skills and enhances learning through improved cognitive development, transferable reading skills, reinforcement of other subject areas, cultural literacy, sensitivity, and tolerance for diversity." (Joint National Committee for Languages, 2007)

"The Center for Economic Development (CED) has long been a business voice on education reform and globalization. In the 2006 report titled "Education for Global Leadership: The Importance of International Studies and Foreign Language Education for U.S. Economic and National Security", we are reminded that our successful participation in the global economy requires competency not just in math, science, and literacy, but also proficiency in foreign languages and intercultural competency in order to communicate across borders with potential friends and form partnerships. According to the CED, in order to keep America safe in our rapidly changing world, knowledge of foreign languages and cultures should no longer be considered specialized skills solely for experts. Leadership in the twenty-first century will depend on the strength of our students' reading, math, and science skills,

as well as helping them to become citizens of the world by expanding their knowledge of other countries, cultures, and languages. Our national security and our economic prosperity ultimately depend on how well we educate today's students to become tomorrow's global leaders.

According to a comprehensive new survey conducted by the Modern Language Association of America (MLA), Enrollments in Languages Other Than English in United States Institution of Higher Education, Fall 2006, there has been a significant increase in nearly all of the most popular languages studied on American college campuses. Spanish, French, and German continue to grow and together represent more than 70% of language enrollments. Their dominance is slowly decreasing in the face of growing interest in languages such as Arabic (up 127%), Chinese (up 51%), and Korean (up 37%). Enrollments in American Sign Language increased nearly 30%, making it the fourth most studied language on college campuses, slightly ahead of Italian. (See Appendix 2)

The languages offered in each school should reflect a variety of languages depending on the needs of the individual school community to include the traditionally taught languages, such as French and Spanish, as well as less commonly taught languages, such as Chinese and Arabic, and also including Latin and American Sign Language. Some languages take longer to learn than others. Depending on the language studied, students may require more time to move up the proficiency scale. While Western languages taught in most American schools have similarities to English in their written and oral forms, less commonly taught languages, such as Chinese, Japanese, Korean and Arabic, have more unfamiliar sounds, different writing systems and new grammars (ACTFL, 1998)

The following languages are currently offered in several DCPS and Charter Schools:

> Elementary Schools: Chinese, French and Spanish
> Middle Schools: Chinese, Italian, French and Spanish
> High Schools: American Sign Language, Chinese, French, German, Italian, Spanish and Latin.

Informed by the Performance Guidelines for K-12 Students from the American Council on the Teaching of Foreign Languages (ACTFL- see Appendix 3), the following World Languages Program Articulation Chart presents a comprehensive view of the current entry and exit points and expected proficiency attainment levels for District of Columbia students. Stakeholders can see that the benefits of long-term study of a given language yield higher outcomes for students.

District of Columbia - World Languages Program Articulation Chart

Language Study Programs	Elementary School		Middle School	High School 9-12 (Articulated by Proficiency Level)					Targeted Outcomes
Grades/Levels	K-3	4-6	6-8	Level 1 Novice-low to Mid	Level 2 Novice-mid to high	Level 3 Intermediate-low to mid	Level 4 Intermediate-mid to high	Level 5 Intermediate – high to pre-advance	Advanced Placement (AP)
Immersion (Daily/language acquired through core subjects)	Immersion			Exempt		Mandatory 2 CU Requirement		Continue as elective	AP
Dual Language (Daily/language acquired through core subjects and reinforced in English)	Dual Language			Exempt		Mandatory 2 CU Requirement		Continue as elective	AP
FLES (3 days/week in the target language only)	FLES Levels 1 and 2 Mandatory CU Requirement Met by Grade 8			Exempt		Continue as Electives			AP
Heritage Language Learners Program of Studies (Pull-out)			Pull-out program	Exempt		Mandatory 2 CU Requirement		Continue as elective	AP
Traditional (Beginning in High School)				Mandatory 2 CU Requirement		Continue as Electives			Intermediate mid to high

Notes: The articulation of programs between schools is crucial to get students to targeted outcomes. The Early start of language learning in a consistent
Continuum leads to higher levels of proficiency in the target language.

 CU= Carnegie Unit: "The unit was developed in 1906 as a measure of the amount of time a student has studied a subject. For example, a total of 120 hours in one subject – meeting 4 or 5 times a week for 40 to 60 minutes, for 36 to 40 weeks each year – earns the student one "unit" of high school credit. Fourteen units were deemed to constitute the minimum amount of preparation that may be interpreted as "four years of academic or high school preparation". (Carnegie Foundation, 2008)

The Federal government is the biggest foreign language employer in the nation. Many of those jobs are based in Maryland and Washington. (Dr Catherine Ingold: "Wise to nurture 'heritage speakers'". Baltimore Sun. *June 23, 2008)* International business is the District of Columbia's second most important source of economic activity, according to a study released in June 2002 by the National Capital Planning Commission (NPC). The report demonstrates that international activities not only enliven the city's cultural and political life, but they also provide a major source of jobs and income for the economy. With direct spending totaling an estimated $10.4 billion in the District of Columbia, international business is second only to the federal government in stimulating economic activity in the city. The hospitality industry ranks third. The District is home to 169 foreign missions that employ nearly 10,000 workers. This translates into an annual payroll of nearly $300 million dollars. Consumer spending by foreign mission employees in the District is estimated at $32.4 million. For these reasons, it is imperative that District of Columbia Schools prepare our students to enter into this multilingual and multicultural work environment with top notch linguistic skills.

According to top executives in a USA Today poll, the skills most lacking in employees are: *foreign language*, interpersonal, administrative, technical, and management. According to Michael Eskew, CEO of UPS, the skills most in demand include trade literacy, *sensitive to foreign cultures (cultural awareness, sensitivity and diplomacy), c*onversant in different languages, technology savvy, capable of managing complexity (being creative), and ethical behavior – core values. (Discover Languages PowerPoint presented to DC OSSE, ACTFL, 2008).

Development of the World Languages Standards

Practicing teachers who represent a variety of languages, levels of instruction, program models and both DCPS and the Charter schools, undertook the enormous task of defining content standards – what student should know and be able to do – in World Languages education in grades PK-12. Teachers are truly the agents of change, the implementers of standards for students, and the catalysts for the success or failure of the standards. Additional experts representing elementary, middle, high school and university levels, other state departments of education, and several national organizations reviewed the original draft and made additions and revisions as appropriate. A complete listing of individuals involved in the development and review of the standards can be found in the acknowledgement section of this document.

These standards and progress indicators are intended to serve as a gauge for excellence, as District of Columbia schools carry out the responsibilities for curriculum in the schools. These standards will challenge students, but they will also challenge teachers to continue to learn and to grow. With the standards, teachers will find encouragement to continue to improve their own proficiency in language and extend their experiences with target cultures. They are charged with building strong repertoires of instructional strategies based on best practices that will encourage good instructional decisions for students.

This document contains standards for Modern Languages, Classical Language and American Sign Language (ASL). We used as reference standards, progress indicators, and other supporting information from the following states and national organizations:

American Council on the Teaching of Foreign Languages (Modern/Classical)
California State Department of Education (Classical/ASL)
Delaware State Department of Education (Modern)
Georgia State Department of Education (ASL)
Indiana State Department of Education (Modern)
Massachusetts State Department of Education (Modern)
Michigan State Department of Education (Modern)
National Council of State Supervisors for Languages (Modern/Classical)
Nebraska State Department of Education (Modern)
North Carolina State Department of Education (ASL)
Ohio State Department of Education (Modern)
South Carolina State Department of Education (Classical)
Virginia State Department of Education (ASL)

Using the Standards
- Teachers should use the standards to develop instruction and formative assessments. There are many models for this development, but the standards should be central to this work. Lessons and activities are developed to support student mastery of standards.

- Local Education Agencies (LEAs) in the District of Columbia should use the standards to develop their local curriculum and provide professional development for teachers. Textbooks, resource materials and assessments should match the standards.

- Parents and guardians should use the standards to monitor what their children are learning and to talk to teachers about the standards and how their children are doing in school

- Students should use the standards to monitor their own progress towards meeting learning expectations.

- Universities involved in teacher preparation should use the standards for planning instruction for pre-service teachers.

Guiding Principles

The following philosophies inspire every strand included in the District of Columbia's Modern World Languages standards. They are intended to guide the development and evaluation of Modern World Languages curricula.

- All students, regardless of language spoken in their home, should be permitted, encouraged, and required to gain skills in at least one language in addition to English. For some students, this may mean learning English at school as well as expanding their range of skills in a language other than English. Conversely, speakers of English will maintain and extend skills in the English language while gaining proficiency in another language.

- In order to achieve a high communicative and intercultural competency level, it is highly recommended that language study begin in the early grades and progress through a continuous and articulated sequence of language instruction for all students. The levels of proficiency required for effective participation in a multilingual society and in a diverse community cannot be acquired in **one or two years** of study. Development of full proficiency usually takes **five to ten years**, far more than what has been traditionally spent on language learning by America's students.

- In order to become functional and competent speakers of a world language other than English, students need to receive sequential language instruction on a **continuous, consistent and frequent basis**. Therefore, scheduling a year long sequence of courses consecutively will maximize students' levels of proficiency.
- Articulation within a given school is important when students move from one teacher to another, but is particularly crucial as students cross school boundaries.   There needs to be **on-going vertical** and **horizontal articulation** among teachers and schools to establish shared goals, standards and curriculum framework in order to facilitate student progress and smooth transition from one level to another.

- Program **resource materials** must be **aligned with stated goals and standards**. Successful programs require adequate resources that support/reinforce the goals and standards. **Sufficient time** must be allocated to language learning within the school day and extend over several years for the goals and standards of the World Language Program to be effectively attained by students. Instructional resources such as print, non-print media, and technology, must not only be allocated but also must be selected and utilized in ways that are consistent with the instructional philosophy and the long-term vision of the program.

- There are different language instructional models being used currently in DCPS; therefore, students' language proficiency must be assessed at all points of entry and exit at each level. **Assessments** must be developmentally appropriate and **aligned with instructional goals** and **approaches**. Furthermore, instructional goals and approaches must reflect the standards. Teachers are encouraged to employ a variety of alternative assessment instruments: (videotapes interviews, audio-taped speech samples, journals, learning logs, portfolios, writing samples, group projects, field activities and reports, simulations, internships, travel-study experiences, and parent and/or community projects).

Modern World Languages

OVERVIEW

The District of Columbia Modern World Languages Standards, as outlined in this document, represent the collaborative effort and dedication of many District of Columbia Public School teachers and charter school teachers, university professors, administrators, and members of the educational community. The Standards are aligned with the ACTFL (American Council on the Teaching of Foreign Languages) Standards for Foreign Language in the 21st Century, and reflect the realities and needs of DC's community of public school learners.

The District of Columbia Public Schools' commitment to high quality language education dates back to 1804. In the early 1990's, this commitment was renewed by requiring each student to successfully complete two years of the same language in sequence for graduation. Students in the District of Columbia live and work among great cultural, linguistic and social diversity. Proficiency in more than one language and knowledge of more than one culture are necessary to enable students to participate more fully in a dynamic world.

Our vision is for all students to graduate with communicative and intercultural competence in one or more languages other than English. Research shows that students who study a world language achieve greater cognitive development and higher scores on standardized tests in reading, language arts, and mathematics. The **goal** of the standards for Modern World Languages is to **increase the number of students enrolled in AP** (Advance Placement) **world language classes** and pass the Advanced Placement Exam in the targeted language. The Writing Committee engaged in back-mapping from the essential knowledge that students must know to arrive at the progress indicators for each proficiency level.

The progress indicators to meet the Standards for Modern World Languages are not intended for Classical Languages. Standards for Classical Language learning vary slightly from those of modern languages. Progress indicators for Classical Languages are found in another section of this document. The progress indicators for Modern World Languages may not be appropriate for critical needs languages such as Arabic, Chinese, Japanese and Korean. Students need more time in these languages to reach higher levels of proficiency in reading and writing.

In order to meet current District of Columbia Graduation Requirements, students must earn 2.0 Carnegie Units in a World Language [Title 5 DCMR, Chapter 22 – 2203.2]. All DCPS students must successfully complete two years of the **same** language to graduate. Limited English Proficient (LEP) students who have successfully completed a world language course in their home country (as reflected on official transcript) have met the language requirement. Additionally, students who successfully complete two years in American Sign Language courses will be granted credits for graduation.

Heritage Language Learners

The profile of language students in the District of Columbia ranges from language learners with no prior language experience or exposure, to students from Full Immersion, Half Immersion, Dual Language, FLES programs and Heritage Language learners, which is an untapped student population. During the past two decades different language programs flourished in order to meet the demand for professional skills in languages. One of them was the development of Heritage Language Programs.

The first Heritage Language Programs were geared towards Spanish Heritage Speakers due to their number and the fact that Spanish is the most commonly taught modern language in the nation, but a few years later other Heritage Language Programs were offered to accommodate the vast linguistic untapped resources in the nation. Those programs include Native American Languages, Chinese, Korean, Russian, and Farsi to cite only a few of the most common ones nowadays.

The range of language skills possessed by Heritage Language Speakers varies widely. However," individuals who have used a language regularly since birth typically have skills that would require nonnative speakers hundreds of hours of instruction to acquire. Such skills include native pronunciation and fluency, command of a wide range of syntactic structures, extensive vocabulary, and familiarity with implicit cultural norms essential to effective language use (Valdés, 1997, 2000). Many heritage language speakers need to learn the specific language skills required in a professional context (e.g., use of formal language registers), but because of their existing language and cultural knowledge, they may require substantially less instructional time than other learners to develop these skills. Given the need for professional-level language expertise, why are our heritage language resources going untapped?" (Richard D. Brecht and Catherine W. Ingold: Tapping a National Resource: Heritage Languages in the United States. National Foreign Language Center, Washington, DC – Cal Digest Series. May 2001)

It is imperative that schools in the District of Columbia that have a large percentage of Heritage Language Learners in one or more of the World Modern Languages taught in the system, offer Heritage Language classes to those students. A placement test should be given in order to assess students proficiency in the home language, an appropriate class placement within the Heritage Language Program should follow with a rigorous program of studies that builds on rather than devaluates students' knowledge of the language so students could earn an AP credit in

the language in or less than three years. Most of the Heritage Language Learners in our school system have Spanish as their home heritage language but French Heritage Speakers are also an important language group to be considered.

The typical profile of a Heritage Language Learner includes the following groups:

- Third- or fourth-generation U.S.-born Hispanic students considered to be receptive bilinguals. These students are English dominant and understand almost all spoken Spanish, but they have limited speaking skills in Spanish and do not read or write it.
- First- or second-generation bilinguals who possess different degrees of proficiency in English and Spanish. In most cases, these students have received their education in English and have developed few if any literacy skills in Spanish.
- Recent immigrants to the United States who are Spanish dominant. Their level of English proficiency, the amount of formal education they have had in Spanish and their literacy skills in Spanish vary (Valdés, 2001). (Joy Kreeft Peyton, Vickie W. Lewelling, & Paula Winke: "Spanish for Spanish Speakers: Developing Dual Language Proficiency. ERIC Clearinghouse on Languages and Linguistics. December 2001)

This classification can be used for any type of Heritage Language except for Native American Languages, which do not include the recent immigrant category.

Program Description

The language program of study is based on a PK–12 continuum. The following language program models are used in District of Columbia Public Schools: Foreign Language in the Elementary School (FLES), Full Immersion, Heritage Language Program, Partial Immersion, Two-Way Immersion, One-way Developmental, and Traditional Language instruction models. (See Glossary for definitions of each program)

Organization

The District of Columbia learning standards for World Language learning are organized within the five goal areas which make up World Language Education: Communication, Cultures, Connections, Comparisons, and Communities. Often called the Five C's of Foreign Language Education, none of these goals stand alone; all are interconnected. There are eleven standards that describe what students should know and be able to do with languages.

Each standard has indicators that define student progress in meeting the standards.
Because the first standard, Communication, has three facets (interpersonal, interpretive and presentational), the progress indicators for Communication are identified by letter codes for the strand followed by a number for the proficiency range and a number for the order:.IP: 1.1 Interpersonal, I: 1.2 Interpretive, P: 1.3 Presentational.
For the remaining standards, the unique number codes are used.
Example: 2.1.1 –
2: Cultures   1: level of proficiency   1: indicator order

How to Interpret the Numbering Sequence

The following is an example of how the standards are labeled:

Grades PK-5
For the Communication Goal, the first letter J indicates junior level, followed by letters that indicate the communication mode (IP-interpersonal, I-interpretive, P-presentational), followed by a number for the proficiency range/grade-level cluster and another number for the indicator order.
Example:
JIP3.1
JIP: Junior Interpersonal   3: Grades 4-5/Novice High   1: first progress indicator

For Goals 2 through 5: the first letter J indicates junior level, followed by the first number that indicates the goal, the second number indicates the grade level cluster/proficiency level and the last number indicates the progress indicator order.

Cultures: 2 followed by a number for the level and another number for the indicator order.
Connections: 3 followed by a number for the level and another number for the indicator order.
Comparisons: 4 followed by a number for the level and another number for the indicator order.
Communities: 5 followed by a number for the level and another number for the indicator order.

Example:
J3.2.1
J3: Connections   2: grades 2-3/Novice   1: first progress indicator

Grades 6-12
For the Communication Goal, the letters indicate the communication mode (IP – interpersonal, I-interpretive, P-presentational), followed by a number for the proficiency range/level, followed by another number for the indicator order.

Example:
P.1.1
P: Presentational   1: level 1 proficiency   1: first progress indicator

For Goals 2 through 5: the first number indicates the goal, the second number indicates the proficiency level and the last number indicates the progress indicator order.

Cultures: 2 followed by a number for the level and another number for the indicator order.
Connections: 3 followed by a number for the level and another number for the indicator order.
Comparisons: 4 followed by a number for the level and another number for the indicator order.
Communities: 5 followed by a number for the level and another number for the indicator order.

Example:
4.3.3
4: Comparisons   3: level 3 proficiency   3: third progress indicator

Modern World Languages
Grades PK-5

Students are expected to demonstrate the progress indicators as evidence of attaining the standards except for those students with IEPs that might need extra time and several accommodations. Each learning standard has language proficiency descriptors as follows:

Junior Novice low:
Students at this proficiency level
- Produce isolated words and/or high frequency expressions.
- Rely primarily on speaker's facial expressions, gestures, non-verbal cues, memorized phrases and short sentences to aid comprehension.
- Rely heavily on visuals to enhance comprehensibility in both oral and written presentations.
- Imitate modeled words and phrases using intonation and pronunciation similar to that of the model.
- Meet limited writing and pre-writing tasks
- Show evidence of false starts, prolonged and unexpectedly placed pauses and recourse to their native language as topics expand beyond the scope of expected needs.
- Tend to use native language almost exclusively which is developmentally appropriate.
- Should use rhymes, chants, songs, gestures, games, objects, large visuals with minimal large printed text to enhance listening and comprehension skills.
- Show interference from the native language when attempting to communicate information beyond the memorized or pre-fabricated.

Junior Novice mid:
Students at this proficiency level have mastered language skills listed in the earlier levels. They can also:

- Use a limited number of words, short, memorized phrases for common objects and actions in familiar categories.
- Comprehend words, phrases from simple questions, statements, high frequency commands, short and learned utterances with strong contextual support.
- Comprehend general information and vocabulary when content has been previously presented in an oral and/or visual context.
- Determine meaning by recognition of thematic vocabulary.
- Recognize and use vocabulary from a variety of topics including those related to other curricular areas.

- Are able to meet practical writing needs.
- Require contextual cues, pantomimes, props, illustrations, repetition, rephrasing, and/or a slowed rate of speech to understand messages.

Junior Novice high:
Students at this proficiency level have mastered language skills listed in the earlier levels. They can also:

- Understand sentence-length utterances consisting of recombined elements in a limited number of content areas.
- Create language by combining and recombining learned elements. Handles a variety of uncomplicated, basic communicative tasks and social situations.
- Understand main ideas and/or some facts from connected and linguistically noncomplex texts.
- Write collection of sentences or sentence fragments on a given topic.
- Require contextual cues, pantomimes, props, illustrations, repetition, rephrasing, and/or a slowed rate of speech to understand messages.

The time it takes for a student to progress from on proficiency level to another depends on many factors, one of which is contact time with the language and the culture and the numbers of years spent in a sequential and articulated program.

Communication		
Standard 1.1 Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange Opinions.		
Grades PK- 1 **Jr. Novice low**	**Grades 2-3** **Jr. Novice mid**	**Grades 4-5** **Jr. Novice high**
JIP.1.1 Recognize greetings, farewells and other expressions of courtesy.	*Perform required skills from previous grade levels and…* JIP.2.1. Use appropriate greetings, farewells and other expressions of courtesy and apology.	*Perform required skills from previous grade levels and…* JIP.3.1 Initiate greetings, farewells and other expressions of courtesy and apology with explanations.
JIP.1.2 Name people and familiar objects in immediate environment based on visual cues, props and prompts.	JIP.2.2 Describe similarities & differences between objects and people in immediate environment and beyond.	JIP.3.2 Express opinions/preferences about people and objects within a thematic context.
JIP.1.3 Respond nonverbally and/or give one to two word answers to simple questions about self, others and immediate environment.	JIP.2.3 Use basic words and/or short memorized phrases to respond to simple questions within thematic context.	JIP.3.3 Expand on recombined/fragmented phrases and expand on response to simple questions on a variety of familiar topics.
JIP.1.4 Respond appropriately to questions by providing personal information.	JIP.2.4 Describe self, others and objects in the immediate environment.	JIP.3.4 Exchange basic and important information about daily life.

Communication		
1.2 Students understand and interpret written and spoken language on a variety of topics.		
Grades PK-1 **Jr. Novice low**	**Grades 2-3** **Jr. Novice mid**	**Grades 4-5** **Jr. Novice high**
	Perform required skills from previous grade levels and…	*Perform required skills from previous grade levels and…*
JI.1.1 Follow simple oral routine instructions and directions by responding appropriately.	JI.2.1 Follow multi step oral and written instructions and directions by responding appropriately.	JI.3.1 Follow complex oral and written instructions and directions by responding appropriately.
JI.1.2 Listen attentively and respond with words or appropriate gestures to songs, poems and short stories.	JI.2.2 Demonstrate understanding of simple stories, folktales or legends read aloud or told by asking, answering questions and summarizing.	JI.3.2 Identify main ideas/familiar details, describe main characters and retell stories, folktales or legends read or told.
JI.1.3 Identify people and objects based on visual cues, props and prompts.	JI.2.3 Demonstrate understanding of brief written passages including short personal notes, stories & authentic readings.	JI.3.3 Derive simple meaning (s) from various listening sources to include short conversations and authentic listening sources.
JI.1.4 Respond non-verbally to oral directions and routine requests in the classroom and public places.	JI.2.4 Respond verbally to oral directions and routine requests in the classroom and public places.	JI.3.4 Respond to oral and written directions and routine requests in the classroom and public places.

Communication		
Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.		
PK-Grade 1 **Jr. Novice low**	**Grade 2-3** **Jr. Novice mid**	**Grade 4-5** **Jr. Novice high**
JP.1.1 Participate in choral poems, songs and storytelling activities. JP.1.2 Reproduce short memorized responses for classroom activities and beyond.	*Perform required skills from previous grade levels and…* JP.2.1 Recite poems and dramatize stories to an audience. JP.2.2 Reproduce short memorized phrases for classroom activities and beyond.	*Perform required skills from previous grade levels and…* JP.3.1 Illustrate stories about activities or events in their environment and share them with an audience orally and/or in writing. JP.3.2 Write short notes, letters and reports.

Cultures		
Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. **Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture.**		
Grades PK- 1 **Jr. Novice low**	**Grades 2-3** **Jr. Novice mid**	**Grades 4-5** **Jr. Novice high**
	Perform required skills from previous grade levels and…	*Perform required skills from previous grade levels and…*
J2.1.1 Observe and identify simple cultural patterns of behavior or interaction in classroom setting.	J2.2.1. Participate in age appropriate cultural activities.	J2.3.1 Observe and describe culturally based behavior patterns of youth of the culture (s) studied in various settings
J2.1.2 Identify distinctive products representative of the culture (s) studied.	J2.2.2 Identify how people in the target culture(s) celebrate important traditions, holidays or event.	J2.3.2 Identify, describe, discuss and produce artwork, crafts representative of the culture(s) studied.
J2.1.3 Participate in age-appropriate cultural activities such as games and songs.	J2.2.3 Recognize expressive products of the culture (s) such as children's songs, artwork and literature.	J2.3.3 Produce expressive products of the culture and explain their significance.
J2.1.4 Identify important traditions, holidays, or events.	J2.2.4 Describe orally and/or in writing similarities and differences between the culture(s) studied and the home culture (s).	J2.3.4 Describe and compare common stereotypes of both the culture (s) studied and home culture(s).

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Connections		
Standard 3.1 Students reinforce and further their knowledge of other disciplines through the target language. **Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.**		
Grades PK- 1 **Jr. Novice low**	**Grades 2-3** **Jr. Novice mid**	**Grades 4-5** **Jr. Novice high**
J3.1.1 Practice familiar concepts in the language studied, including numbers, colors, shapes, size animals, nursery rhymes and fairy tales.	*Perform required skills from previous grade levels and…* J3.2.1 Practice familiar concepts in the language studied, including weather, money, and mathematics.	*Perform required skills from previous grade levels and…* J3.3.1 Practice familiar concepts in the language studied, including telling time and geography describing the seasons. .

Comparisons
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. **Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of the language studied and their own.**

Grades PK- 1 Jr. Novice low	Grades 2-3 Jr. Novice mid	Grades 4-5 Jr. Novice high
	Perform required skills from previous grade levels and…	*Perform required skills from previous grade levels and…*
J4.1.1. Recognize similarities and differences between speaking systems of the target and home language.	J4.2.1. Recognize similarities and differences between writing systems of the target and home language.	J4.3.1. Compare cognates, word families, and language patterns.
J4.1.2 Demonstrate awareness that behaviors such as gestures and greetings may differ among cultures.	J4.2.2 Identify similarities and differences between products of the culture (s) studied and the student's own culture (s).	J4.3.2 Demonstrate the use of formal, informal forms of language and idiomatic expressions.
J4.1.3 Recognize similarities and differences between cultural celebrations and products of the target language and their own.	J4.2.3 Describe the differences and similarities between traditions of the target language and their own. .	J4.3.3 Demonstrate awareness of cultural diversity and contributions of the language studied to the home culture. .

Communities		
Standard 5.1 Students use the language both within and beyond the school setting. **Standard 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.**		
Grades PK-1 **Jr. Novice low**	**Grades 2-3** **Jr. Novice mid**	**Grades 4-5** **Jr. Novice high**
	Perform required skills from previous grade levels and…	*Perform required skills from previous grade levels and…*
J5.1.1 Participate in a class or school presentation or community celebrations. J5.1.2 Exchange information about self and family with speakers of the language studied via face-to-face conversations and/or video tapes, etc…	J5.2.1.Identify community resources J5.2.2 Exchange information about school events and celebrations in person or via letters, e-mail or video tapes etc…	J5.3.1. Write format letters, including letters to pen pal J5.3.2 Present information about school activities and other topics of interest.

Modern World Languages
Grades 6-12

Due to the diversity of language offering programs in the District of Columbia Public Schools, it is understood that not all students need to demonstrate evidence of attaining the standards through all of progress indicators. The minimum for students who have started the mastery of a second language in middle and/or high school is to meet 85% of those progress indicators as evidence of attaining the standards. Students who have been enrolled in specific language programs since elementary school such as Immersion, Half-Immersion, and/or Dual Language are expected to demonstrate all the progress indicators as evidence of attaining the standards. Students with IEPs are exempt from such recommendation since they will need more time and different accommodations.
Each learning standard has language proficiency descriptions as follows:

Novice low-mid:
Students at this proficiency level
- Understand isolated words, such as cognates, borrowed word, some short, learned utterances and some sentence-length utterances high-frequency with strong contextual support and clearly audible speech.
- Communicate with learned material consisting of isolated words, few high frequency and learned phrases.
- Identify isolated words and/or major phrases when strongly supported by context. Recognize symbols of an alphabetic and/or syllabic writing system and/or a number of characters in a system that uses characters.
- Form letters in an alphabetic system. In languages whose writing systems use syllabaries or characters, writers are able to copy and produce the basic strokes. Can produce Romanization of isolated characters. Copy or transcribe familiar and limited memorized material and some re-combinations thereof.
- Require long pauses for assimilation and periodically requests and/or a slower rate of speech.

Novice mid-high:
Students at this proficiency level

- Have mastered language skills listed in the earlier levels.
- Comprehend words, phrases from simple questions, statements, high frequency commands, short and learned utterances. Understand phrases and sentence-length utterances with strong contextual support.
- Rely heavily on learned utterances rather than on personalized and situational adapted ones. Show signs of spontaneity.

- Interpret written language in areas of practical need. Can read for instructional and directional purposes, standardized messages, phrases, or expressions where vocabulary has been learned. May be able to derive meaning from material at slightly higher level supported by context.
- Write simple fixed expressions and memorized materials and supply information on forms and documents. Can write all symbols of an alphabetic or syllabic system or 50-100 characters or compounds in a character writing system.
- May require repetition, rephrasing, and/or a slowed rate of speech for comprehension.

Intermediate low-mid: Students at this proficiency level
- Have mastered language skills listed in the earlier levels.
- Understand sentence-length utterances consisting of recombined elements in a limited number of content areas.
- Create language by combining and recombining learned elements. Handles a variety of uncomplicated, basic communicative tasks and social situations.
- Understand main ideas and/or some facts from connected and linguistically noncomplex texts.
- Write collection of sentences or sentence fragments on a given topic.
- May need repetition and rewording.

Intermediate mid to high: Students at this proficiency level
- Have mastered language skills listed in the earlier levels. They can also:
- Understand longer stretches of connected discourse or conversation on a number of topics pertaining to different times and places.
- Participate in conversations on topics beyond the most immediate needs.
- Read connected texts dealing with basic personal and social needs. Can get main ideas and information from texts featuring description and narration.
- Can take notes in some detail and write descriptions, narrations and composition in paragraphs. Able to describe and narrate in paragraphs.

Intermediate high to Pre-Advanced: Students at this proficiency level
- Have mastered language skills listed in the earlier levels. Furthermore, they can:
- Understand the main ideas and details of connected discourse or conversation on a variety of topics and of most speech in a standards dialect.
- Communicate facts and talk about topics of current public and personal interest.
- Read longer prose of several paragraphs in length and get the main ideas and facts but may miss some details.
- Write routine social correspondence and join sentences in discourse of at least several paragraphs in length.

Communication				
Standard 1.1 Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.				
Level 1 **Novice low to mid**	**Level 2** **Novice mid to high**	**Level 3** **Intermediate low to mid**	**Level 4** **Intermediate mid to high**	**Level 5** **Intermediate high to pre-advanced**
	Perform Level 1 Learning Standards.	*Perform Level 1 and Level 2 Learning Standards.*	*Perform Level 1–Level 3 Learning Standards.*	*Perform Level 1–Level 4 Learning Standards.*
IP.1.1 Use appropriate gestures to convey and comprehend messages.	IP.2.1 Use gestures and oral interactions to convey and comprehend simple messages.	IP.3.1 Use paraphrasing, circumlocution, and non-verbal behaviors to convey and comprehend messages in a level appropriate language.	IP.4.1 Use paraphrasing, circumlocution, and other creative means to express and comprehend ideas.	IP.5.1 Use culturally appropriate language and demonstrate culturally appropriate behavior in diverse settings.
IP.1.2 Respond to basic commands in classroom settings.	IP.2.2 Give and follow a short list of commands and directions in a variety of familiar situations.	IP.3.2 Give and follow a series of commands and directions in a variety of familiar situations in public places.	IP.4.2 Give and follow a series of detailed instructions in unfamiliar or novel situations.	IP.5.2 Give, follow, and restate an extended series of detailed directions or instructions in unfamiliar or novel situations.
IP.1.3 Ask and answer simple questions about basic personal information and the student's immediate environment.	IP.2.3 Ask and answer questions to clarify information regarding routine and familiar activities.	IP.3.3 Ask and answer factual questions on a variety of topics.	IP.4.3 Ask and respond to factual and interpretive questions on a wide range of topics.	IP.5.3 Predict answers to questions based on factual information on a variety of topics.
IP.1.4 Exchange basic personal information orally, with emphasis on present time.	IP.2.4 Exchange information and ideas orally on everyday topics with emphasis on present, past, and future time.	IP.3.4 Engage in original and spontaneous communications on familiar topics with emphasis on a variety of time frames.	IP.4.4 Exchange a variety of information orally on various topics related to contemporary and historical events and issues.	IP.5.4 Express and exchange perspectives on a variety of topics supporting and defending opinions to convince others.
IP.1.5 Initiate brief conversations applying basic language patterns, and familiar phrases and sentences.	IP.2.5 Initiate and close short conversations applying familiar, recombined phrases and sentences and expressions.	IP.3.5 Initiate, sustain, and close conversations applying familiar vocabulary and structures to new situations.	IP.4.5 Sustain conversations applying new vocabulary and structures to common situations.	IP.5.5 Engage in extended conversations applying new vocabulary and structures to common and new situations.

Communication				
Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.				
Level 1 **Novice low to mid**	**Level 2** **Novice mid to high**	**Level 3** **Intermediate low to mid**	**Level 4** **Intermediate mid to high**	**Level 5** **Intermediate high to pre-advanced**
	Perform Level 1 Learning Standards.	*Perform Level 1 and Level 2 Learning Standards.*	*Perform Level 1–Level 3 Learning Standards.*	*Perform Level 1–Level 4 Learning Standards.*
I.1.1 Use verbal and non-verbal cues to understand simple spoken and written messages.	I.2.1 Interpret gestures and other body language in order to clarify messages.	I.3.1 Use verbal and non-verbal cues to interpret spoken and written texts.	I.4.1 Interpret and infer from intonation, body language and common idioms to clarify messages.	I.5.1 Interpret and infer from intonation, body language, common and regional idioms to clarify messages.
I.1.2 Demonstrate understanding of the general tone in basic oral and written communication.	I.2.2 Identify the general tone in a highly contextualized oral and written communication.	I.3.2 Demonstrate understanding of the tone and the meaning of oral and written communication used in a variety of passages.	I.4.2 Respond appropriately to the tone and meaning in oral and written communications found in a variety of authentic sources dealing with a diversity of topics.	I.5.2 Evaluate the tone and implied meaning of oral and written communications found in a variety of authentic sources dealing with a diversity of topics.
I.1.3 Demonstrate understanding of simple spoken and written language topics that are presented through a variety of media.	I.2.3 Demonstrate understanding of spoken and written language based on new topics that are presented through a variety of media.	I.3.3 Demonstrate understanding of the main ideas related to current events reported in a variety of target-language media.	I.4.3 Demonstrate understanding of the main ideas and supporting details related to current or past events reported in a variety of target-language media.	I.5.3 Demonstrate comprehension of main ideas and supporting details of unfamiliar written and oral language with little or no visual support.
I.1.4 Demonstrate understanding of basic ideas and familiar details when reading and listening.	I.2.4 Recognize and identify ideas and some details when reading and listening to highly contextualized passages.	I.3.4 Demonstrate understanding of main ideas and identify essential details when reading and listening to a variety of passages.	I.4.4 Discuss main ideas and pertinent details when listening to and reading passages with little or no support by visual aids.	I.5.4 Analyze various elements in spoken and written passages.

Communication				
Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.				
Level 1 **Novice low to mid**	**Level 2** **Novice mid to high**	**Level 3** **Intermediate low to mid**	**Level 4** **Intermediate mid to high**	**Level 5** **Intermediate high to pre-Advanced**
	Perform Level 1 Learning Standards.	*Perform Level 1 and Level 2 Learning Standards.*	*Perform Level 1–Level 3 Learning Standards.*	*Perform Level 1–Level 4 Learning Standards.*
P.1.1 Recite and write rehearsed material including brief narratives, monologues, dialogues, poetry, and/or songs.	P.2.1 Make a presentation of rehearsed and unrehearsed materials including skits, poems, plays, short narratives, and/or songs.	P.3.1 Create and present materials on diverse topics with minimal guidance using multimedia supports.	P.4.1 Present and defend opinions on a variety of issues	P.5.1 Make persuasive presentations with documentation on a variety of topics using primary sources.
P.1.2 Present orally and in writing information that contains a variety of familiar vocabulary, phrases, and structural patterns.	P.2.2 Present orally and in writing information that combines learned as well as original language in simple sentences and paragraphs.	P.3.2 Present orally and in writing information that combines learned as well as original language in increasingly complex sentences and paragraphs.	P.4.2 Present orally and in writing information showing comparison, interpretation and/or persuasion on a variety of topics.	P.5.2 Present orally and in writing information in the target language showing persuasion, interpretation and critical analysis on a variety of topics.
P.1.3 Demonstrate attention to accuracy in intonation and pronunciation especially when presenting prepared material orally.	P.2.3 Demonstrate increasing attention to accuracy in intonation and pronunciation when speaking.	P.3.3 Use present, past and future frames, word order, and other appropriate language structures when making a presentation.	P.4.3 Use language and tone appropriate to the audience and the purpose of the presentation.	P.5.3 Use language, tone and style appropriate to the audience and the purpose of the presentation.

Cultures				
Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. **Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture.**				
Level 1 **Novice low to mid**	**Level 2** **Novice mid to high**	**Level 3** **Intermediate low to mid**	**Level 4** **Intermediate mid to high**	**Level 5** **Intermediate high to pre-advanced**
	Perform Level 1 Learning Standards.	*Perform Level 1 and Level 2 Learning Standards.*	*Perform Level 1–Level 3 Learning Standards.*	*Perform Level 1–Level 4 Learning Standards.*
2.1.1 Recognize and identify the location(s) and major geographical features of regions of the world where the language studied is or was spoken.	2.2.1 Recognize and identify geographical features and analyze how geography shapes culture, perspective and language.	2.3.1 Discuss how cultural traditions and their perspectives are shaped by geography and climate.	2.4.1 Discuss and analyze how socio-economic, historical and geographical factors affect cultural practices and perspectives.	2.5.1 Examine what socio-economic, climatic, and/or geographical factors are affecting cultural practices and perspectives among the present societies where the language is spoken.
2.1.2 Recognize and identify customs and traditions of the target culture(s) studied.	2.2.2 Interact in group cultural activities using appropriate patterns of behavior and courtesy expressions.	2.3.2 Engage appropriately in real or simulated cultural events.	2.4.2 Discuss patterns of behavior typically associated with the culture(s) studied, and the perspectives associated with them.	2.5.2 Discuss and analyze the evolution of patterns of behavior typically associated with the culture(s) studied.
2.1.3 Recognize and identify historical and contemporary individuals associated with important events from the culture(s) studied.	2.2.3 Research products, artifacts, dwellings, and symbols of the culture(s) emphasizing the cultural perspective.	2.3.3 Compare and contrast products, artifacts, dwellings and symbols, and their perspectives among same-language cultures.	2.4.3 Analyze and discuss how products and practices, such as political, educational and/or economic systems, reflect both cultural and individual perspectives of the language studied.	2.5.3 Discuss and speculate about the international repercussions of historical events, political and/or economical structures, and value systems from the culture(s) studied.

Cultures				
Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. **Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture.**				
Level 1 **Novice low to mid**	**Level 2** **Novice mid to high**	**Level 3** **Intermediate low to mid**	**Level 4** **Intermediate mid to high**	**Level 5** **Intermediate high to pre-advanced**
2.1.4 Recognize and identify prominent artistic expressions of the culture studied including literary, visual and performing arts.	2.2.4 Recognize and identify historical and/or cultural figures from the culture(s) studied and describe their contributions.	2.3.4 Recognize, identify, place in chronological order, and describe the significance of important historical events in the culture(s) studied.	2.4.4 Discuss and analyze how historical factors have affected some cultural practices and perspectives.	2.5.4 Evaluate the impact historical factors have had or may have on the evolution and/or preservation of some cultural practices and perspectives.
2.1.5 Recognize and identify simple themes of the culture studied as evidenced through artistic expression.	2.2.5 Recognize and identify simple themes, ideas, and perspectives of the culture studied as evidenced through artistic expressions.	2.3.5 Recognize and identify artistic styles in the studied culture and discuss the meanings of examples of literary, visual, and performing arts from various historical periods in the culture(s) studied.	2.4.5 Analyze examples of literature, visual, performing arts, and other artifacts from the target culture(s) and discuss how they reflect individual, cultural and/or socio-political perspectives	2.5.5 Evaluate the relevance of examples of literature, visual and performing arts, and other artifacts from the culture(s) studied and their impact on other artistic expressions(s) including those of the United States.

Connections				
Standard 3.1 Students reinforce and further their knowledge of other disciplines through the target language. **Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.**				
Level 1 **Novice low to mid**	**Level 2** **Novice mid to high**	**Level 3** **Intermediate low to mid**	**Level 4** **Intermediate mid to high**	**Level 5** **Intermediate high to pre-advanced**
	Perform Level 1 Learning Standards.	*Perform Level 1 and Level 2 Learning Standards.*	*Perform Level 1–Level 3 Learning Standards.*	*Perform Level 1–Level 4 Learning Standards.*
3.1.1 Describe personal well being in the target language.	3.2.1 Present information about health issues.	3.3.1 Compare and contrast different approaches to health issues using the language studied.	3.4.1 Analyze the causes of contemporary health issues using the language studied.	3.5.1 Interpret and speculate on the causes and consequences of contemporary health issues.
3.1.2 Recognize and identify geographical information.	3.2.2 Present cultural geographic data.	3.3.2 Compare and contrast cultural geographic data using the language studied.	3.4.2 Analyze cultural geographic data using the language studied.	3.5.2 Interpret cultural geographical data in the language studied.
3.1.3 Describe different weather and environmental conditions.	3.2.3 Present information on environmental issues.	3.3.3 Compare and contrast diverse opinions on environmental issues using the language studied.	3.4.3 Analyze environmental issues using various sources.	3.5.3 Interpret and speculate on the causes and possible solutions of environmental issues using various sources.
3.1.4 Recognize and name flora and fauna.	3.2.4 Present evidence on the interdependence of plant and animal life.	3.3.4 Compare and contrast the flora and fauna in different environments and their preservation and/or endangerment using the language studied.	3.4.4 Analyze the interdependence of plant and animal life using the language studied.	3.5.4 Interpret and speculate on the interdependence of plant and animal life.

Connections				
Standard 3.1 Students reinforce and further their knowledge of other disciplines through the target language. **Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.**				
Level 1 **Novice low to mid**	**Level 2** **Novice mid to high**	**Level 3** **Intermediate low to mid**	**Level 4** **Intermediate mid to high**	**Level 5** **Intermediate high to pre-advanced**
3.1.5 Use basic math number concepts and applications. 3.1.6 Recognize and identify the sequential order of historical events.	3.2.5 Apply basic math concepts to daily activities. 3.2.6 Present information about historical events in sequence.	3.3.5 Present factual data using the language studied. 3.3.6 Compare and contrast historical events using the language studied.	3.4.5 Analyze data using the language studied. 3.4.6 Analyze historical events using the language studied.	3.5.5 Draw conclusion from data in the language studied. 3.5.6 Interpret historical events in the language studied.

Comparisons				
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. **Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.**				
Level 1 **Novice low to mid**	**Level 2** **Novice mid to high**	**Level 3** **Intermediate low to mid**	**Level 4** **Intermediate mid to high**	**Level 5** **Intermediate high to pre-advanced**
	Perform Level 1 Learning Standards.	*Perform Level 1 and Level 2 Learning Standards.*	*Perform Level 1–Level 3 Learning Standards.*	*Perform Level 1–Level 4 Learning Standards.*
4.1.1 List other languages spoken by large groups of people within the target culture and compare their linguistic situation to that of the United States.	4.2.1 Identify and recognize word borrowings and cognates in the language studied and English.	4.3.1 Compare the various meanings of words in different contexts in the target language and English.	4.4.1 Contrast and analyze the various meanings of words in English and the target language.	4.5.1 Speculate on the forces leading to cognates, loan and borrowed words, and changes in the future.
4.1.2 Identify items of significance to the culture studied.	4.2.2 Compare and contrast graphic and statistical information about the culture studied with information on the students' own culture(s).	4.3.2 Analyze local, regional and national differences in the countries where the language is spoken while comparing and contrasting them to the United States.	4.4.2 Discuss the view of peoples from the target culture on the US and/or other countries, and vice versa.	4.5.2 Analyze points of view among cultures, and their possible solutions taking into consideration the cultural and individual perspectives.
4.1.3 Identify and compare different forms of address used in the target language and the dominant language.	4.2.3 Recognize differences and similarities in grammatical structures in the target language and the dominant language.	4.3.3 Recognize differences and similarities in grammatical structures, and idiomatic expressions between the language studied and the dominant language.	4.4.3 Analyze differences and similarities between grammatical structures and idiomatic expressions among the language studied and the dominant language.	4.5.3 Evaluate changes affecting the grammatical structures and idiomatic expressions of the target language and the dominant language.

Comparisons				
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. **Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.**				
Level 1 **Novice low to mid**	**Level 2** **Novice mid to high**	**Level 3** **Intermediate low to mid**	**Level 4** **Intermediate mid to high**	**Level 5** **Intermediate high to pre-advanced**
4.1.4 Describe daily living patterns and surroundings in both the culture studied and the dominant culture.	4.2.4 Compare, contrast, and report on cultural traditions and celebrations from the culture(s) studied and the students' own culture(s).	4.3.4 Compare and contrast products, practices, and perspectives from culture(s) studied and the students' own culture(s).	4.4.4 Explain the impact of contributions of the target culture(s) to students' own culture(s) and vice versa.	4.5.4 Evaluate contributions of the culture(s) studied to other world cultures and vice versa.
4.1.5 Describe cultural beliefs, opinions and perspectives related to daily life in the target culture(s) comparing them to the students' own culture(s).	4.2.5 Compare oral and written popular traditions from the culture(s) studied and from the students' own culture(s).	4.3.5 Compare, contrast, and exchange opinions on issues that are of contemporary or historical interest in the culture studied and the students' own culture(s).	4.4.5 Compare, contrast and analyze the treatment of controversial issues in both the target culture(s) and the students' own culture(s).	4.5.5 Use authentic sources on important current events to analyze and synthesize the perspectives of the culture studied and the students' own culture(s).

Communities				
Standard 5.1 Students use the language both within and beyond the school setting **Standard 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.**				
Level 1 **Novice low to mid**	**Level 2** **Novice mid to high**	**Level 3** **Intermediate low to mid**	**Level 4** **Intermediate mid to high**	**Level 5** **Intermediate high to pre-advanced**
	Perform Level 1 Learning Standards.	*Perform Level 1 and Level 2 Learning Standards.*	*Perform Level 1–Level 3 Learning Standards.*	*Perform Level 1- Level4 Learning Standards.*
5.1.1 Recognize applications and uses of the language studied and culture within the local community.	5.2.1 Practice oral or written use of the language studied with family, friends, or peers.	5.3.1 Communicate orally and in writing with members of the culture studied on topics of personal and community interest.	5.4.1. Communicate orally and in writing with members of the culture studied on topics of personal interest, community or world concern.	5.5.1 Maintain ongoing personal contact with native speakers in and outside the community discussing and suggesting solutions for current issues in the target culture(s).
5.1.2 Participate in the target language club activities which benefit the school and/or community.	5.2.2 Participate in career exploration or school-to-work projects that are enhanced by knowledge of the target language and culture(s).	5.3.2 Engage in activities and/or events within and outside the local community that expand students' interests, career goals, and cultural enrichment for life-long learning.	5.4.2 Engage in activities and events locally, nationwide and/or internationally that foster cultural understanding.	5.5.2 Research and organize an event and/or celebration for the community and/or the school promoting diversity and cultural Understanding.
5.1.3 Recognize and identify community resources available on familiar topics.	5.2.3. Use community resources to research a topic related to culture and/or language study.	5.3.3 Use a variety of world language sources in and outside the community for entertainment or personal growth.	5.4.3. Use a variety of world language sources in and outside the community to research diverse topics related to the target language and/or culture(s) study.	5.5.3 Research current issues related to the target culture(s) through a variety of world language sources in and outside the community.

Communities				
Standard 5.1 Students use the language both within and beyond the school setting **Standard 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.**				
Level 1 **Novice low to mid**	**Level 2** **Novice mid to high**	**Level 3** **Intermediate low to mid**	**Level 4** **Intermediate mid to high**	**Level 5** **Intermediate high to pre-advanced**
5.1.4 Locate embassies and/or community organizations representing the culture(s) of the language study.	5.2.4 Participate in organized activities in embassies and/or organizations representing the culture(s) of the language study.	5.3.4 Visit local museums and places of interest to the language and culture(s) study exploring their importance locally and/or internationally.	5.4.4 Participate in trips to other regions of the world where the language is spoken expanding language skills and cultural insight.	5.5.4 Participate in trips and exchanges to other regions of the world where the language is spoken promoting language proficiency and cultural understanding and tolerance.

Glossary

Communicative competence: The ability not only to apply grammatical rules but to use language effectively in a variety of settings, taking into account relationships between speakers and differences in situations.

Culture: Generally understood to include three components: the view of the world (attitudes, mindsets, values) held by members of any given group, the behavior patterns derived from that world view, and the forms which have been created or adapted over time by members of the culture. In world languages, the term "culture" refers to not only the great figures of history, the literature, arts, and sciences, but also to the aspects and objects of daily living common to the peoples of that ethnicity.

Developmentally Appropriate: refers to activities or instruction appropriate to the developmental abilities of the student.

Dual Language: Programs that aim for bilingualism (the ability to speak fluently in two languages), bi-literacy (the ability to read and write in two languages), and academic achievement equal to that of students in non-dual language programs and cross-cultural competence.

FLES: Foreign Language in the Elementary Schools is an approach to language learning that supports the concepts taught in the subject areas at the respective grade level. Generally, programs have 30-60 minutes of instruction three to five times per week.

Full Immersion: Programs in which all subjects taught in the lower grades (K-2) are taught in the foreign language; instruction in English usually increases in the upper grades (3-6) to 20%-50%, depending on the program. Students in these programs are primarily English dominant students.

Heritage Language Learners (HLL): refers to students studying the language in which he/she is linguistically and culturally connected. A HLL is raised in a home where a non-English language is spoken. The student may be able to speak or merely understand the non-English language. The student may or may not be able to read and write the non-English language.

Intercultural Competence: means that a student understands a variety of significant cultural experiences and/or achievements of individuals who are identified by ethnicity, religion, gender, physical/mental disability, or sexual orientation; the cultural history of various social groups within a society; the interrelations between dominant and non-dominant cultures, either in the United States or elsewhere, and the dynamics of difference.

Learning Strategies: steps taken by students to assist their own learning. These steps may be either thoughts or actions. Strategies are ways to *understand*, *remember*, and *recall* information. They include ways to practice skills efficiently.

Native Speaker: a person who speaks a given language as a first or primary language, having learned it from infancy or very early childhood**.**

One-way Developmental: a type of Dual Language program in which all of the students are speakers of the "target" language and receive all or most of their instruction in that language with English instruction increased gradually each year.

Partial Immersion: Programs in which up to 50% of subjects are taught in the world language; the rest of the subjects are taught in English. Students in these programs are primarily English dominant students.

Target Culture: the culture of the people who speak the language that is being taught or studied.

Target Language: is the language that is being taught or studied.

Traditional: is a teaching model which begins in middle and high school typically in sixth or ninth grade with instruction provided daily for one class period. It is labeled 'traditional" mainly because it is the most commonly provided language instruction model in the U.S.A.

Vertical Team: is a group of educators in a given content area who work cooperatively to develop and implement a vertically aligned program aimed at helping students acquire the academic skills for success. An intended outcome of a successful vertical team is the development of a continuum of skill building from one grade level to the next.

CLASSICAL LANGUAGES

Overview

Learning classical languages is a valuable experience for students of all ages and backgrounds. The works of Greek and Roman philosophers, poets, historians, and playwrights help students understand the intellectual and literary roots of American government and the Western world. Learning classical languages involves the same skills as learning modern languages, but the prioritizing of classical language skills differs. Reading is the primary objective and is supported by limited skills in listening, speaking, and writing. Grammar is taught formally, and the structure of the target language is emphasized and compared with English. Emphasis is placed on reading comprehension and interpretive skills and less on interpersonal communication.

When students read Latin literature, they are communicating with the ancient world in the most direct way possible. Latin provides a useful base for learning how many European languages work. Latin is the basis for 75-80% of all Spanish, French, Italian, and Portuguese words. Approximately 70 percent of all English words come from Latin. Students increase their vocabulary in a systematic manner by learning the principles of word building and by studying the derivation of words and common prefixes and suffixes. Therefore, the study of classical world languages:

- Gives access to two of the world's great literatures and cultures, Greek and Roman
- Radically improves English vocabulary, since two-thirds of modern English is Latin based and modern technical vocabularies are derived from Greek and Latin
- Helps students learn the structure of English grammar, improving their written and spoken communication
- Is the study of history, art, music, theatre, philosophy, law, literature, laboratory science, and much more

Classical languages on a transcript indicate seriousness of purpose and true devotion to a rigorous program of study. (Fred Zuker, Vice President and Dean of Student Services, University of Dallas) Moreover, it is through the study of the Classical Languages that students can have access to other ancient world cultures, their products, practices, and perspectives. The Greco-Roman World was not an isolated phenomenon in history but rather the product of many trade, cultural, and linguistic exchanges and borrowings through many centuries. It was an extremely diverse and influential world.

Northeast Africa (i.e. The Nile Valley, what nowadays is known as Egypt and Ethiopia) played as formative a role in the early evolution of Greek culture as Greece did in the Western Civilization. The regions of the world that nowadays are known as the Middle East, South European Mediterranean countries, and North African nations all share a common legacy based on trade relations that had foster relationships throughout history. The expansion of the Hellenistic empire towards the East brought in new perspectives from Asian regions while preserving those already from the African ones. The largest library of that ancient world was located in Alexandria, Egypt. The

expansion of the Roman Empire built on what the Greek, Phoenicians (North Africa), and Egyptians already knew and had. They added new elements to it from other regions of the world further south, north, east and west of the Mediterranean Sea. The Roman Empire was a mosaic of cultures unified by a common language, Latin. After the fall of the Roman Empire, Latin continued to be for many centuries the lingua franca in much of the Western World. Over the years, it derived on many of the multiple languages that nowadays are known as Western Modern Languages, which also were influenced by other linguistic borrowings coming from Slavic languages, Arabic, Sub-Saharan African languages, and American Indigenous Languages especially during the Spanish and English colonial rule in the Americas.

It is crucial that Classical Languages and their cultures are being taught not in isolation but in relation to other ancient world cultures adding new perspectives to students' personal present culture or to the one of their cultural heritage.

In order to meet current District of Columbia Graduation Requirements, students must earn 2.0 Carnegie Units in a World Language [Title 5 DCMR, Chapter 22 – 2203.2]. All DCPS students must successfully complete two years of the **same** language to graduate. Limited English Proficient (LEP) students who have successfully completed a world Language course in their home country (as reflected on official transcript) have met the language requirement. Additionally, students who successfully complete two years in American Sign Language courses will be granted credits for graduation.

Organization

The standards for Classical language learning are organized within the five goal areas which make up classical language education: Communication, Culture, Connections, Comparisons, and Communities. These are the goals established in Standards for Foreign Language Learning: Preparing for the 21st Century. These standards were developed through a collaborative project of The American Classical League and The American Philological Association and Regional Classical Associations. Each goal is one strand that must be woven into the fabric of curriculum development at the local level.

Using the National Standards and the South Carolina Academic Standards for Classical Languages 2006 as a point of reference, the District of Columbia Classical Languages standards follow a development model that differs from the Modern World Languages one; they do not set an upper limit of what can be accomplished by the students. They establish the minimum that students should be able to do by the end of each stage. In the developing and expanding levels, students in their third and fifth year of study in the language are required to demonstrate all progress indicators to show attainment of the standards, whereas those students in the second and fourth year in

the language are expected to demonstrate evidence of attaining the standards through the less demanding progress indicators on such levels. In the beginning level all progress indicators should be demonstrated by students as evidence of standards attainment. Students with IEPs are exempted since they might need more time and several accommodations.

How to Interpret the Numbering Sequence

The proficiency indicators for the Classical Languages are indicated as *Beginning* (B), *Developing* (D), or *Expanding* (E), followed by the goal number and another number for the indicator order. The use of beginning, developing, and expanding underscores the belief that acquisition of a second language is a long-term process that should be a part of a student's educational experience from kindergarten through grade 12.   The terms beginning, developing, and expanding emphasize the fact that language is a complex system and that skills are developed over a long period of time. A student at the beginning stage is learning basic skills regardless of the student's grade level. A student at the developing stage is able to use short phrases, and simple sentences, but still will not be considered proficient or fluent in any of the five goals using the target language. A student experiencing a K-12 continuum of language experiences will be at the expanding level and able to participate in the target language in analytical and higher-level tasks similar to those in his/her other core and elective subjects.

Examples:
B.1.2.1
B: Beginning   1.2: Communication   1: First progress indicator
D.1.2.1
D: Developing   1.2: Communication   1: First progress indicator
E.1.2.1
E: Expanding   1.2: Communication   1: First progress indicator

Communication		
Standard 1.1. Students read, understand, and interpret Latin or Greek.		
Beginning Stage **(Level 1)**	**Developing Stage** **(Levels 2 & 3)**	**Expanding Stage** **(Levels 4 & 5)**
	Perform required skills from previous stage and…	*Perform required skills from previous stages and…*
B.1.1.1 Read and recognize simple written words, and phases in Latin and /or Greek with appropriate guidance.	D.1.1.1 Read and understand short adapted or un-adapted prose passages or simple poetry in Latin and/or Greek with some appropriate guidance.	E.1.1.1 Understand and interpret prose and poetry of Latin and/or Greek authors with little guidance.
B.1.1.2 Recognize and identify essential grammatical structures to understand and translate simple phrases and/or sentences in Latin and/or Greek.	D.1.1.2 Apply understanding of grammatical structures including declension, verb conjugation, and syntax to comprehend and translate prose passages and/or simple poetry in Latin and/or Greek.	E.1.1.2 Interpret and analyze complex grammatical structures and literary devices to comprehend, interpret, and translate prose and poetry from Latin and/or Greek authors.
B.1.1.3 Read and understand Latin and/or Greek words and/or simple sentences in passages using dictionaries and/or thesaurus.	D.1.1.3 Read and show understanding of Latin and/or Greek words and sentences from selected texts using dictionaries, thesaurus, and derivatives.	E.1.1.3 Analyze and infer the implied meaning of Latin and/or Greek words, phrases, and sentences in authentic texts using derivatives and context clues.
B.1.1.4 Recognize and identify specific factual information in selected Latin and/or Greek simple passages.	D.1.1.4. Demonstrate understanding of specific factual information and main ideas in selected Latin and/or Greek texts.	E.1.1.4 Analyze specific factual information, main ideas, and supporting details in authentic Latin and/or Greek texts.
B.1.1.5 Demonstrate understanding of the general tone in selected Latin and/or Greek simple passages.	D.1.1.5 Understand and analyze the general tone and meaning implied of selected Latin and/or Greek texts.	E.1.1.5 Evaluate and infer the tone and implied meaning of authentic Latin and/or Greeks texts.
B.1.1.6 Recognize and identify basic common Latin and/or Greek abbreviations as being used in contemporary American English.	D.1.1.6 Understand common Latin and/or Greek abbreviations, sentences, and/or mottoes used in contemporary English usage.	E.1.1.6 Analyze and apply Latin and/or Greek abbreviations, sentences, mottoes and/or literary, and technical terms as appropriate in any contemporary language usage.

Communication		
Standard 1.2 Students use orally, listen to, and write Latin or Greek as part of the language learning process.		
Beginning Stage **(Level 1)**	**Developing Stage** **(Levels 2 & 3)**	**Expanding Stage** **(Levels 4 & 5)**
	Perform required skills from previous level and…	*Perform required skills from previous levels and…*
B.1.2.1 Recite songs, simple phrases and sentences in Latin and Greek.	D.1.2.1 Recite songs, hymns, and passages in Latin and/or Greek with attention to meaningful phase grouping and voice inflection.	E.1.2.1 Recite authentic prose and poetry in Latin and/or Greek with attention to meaningful phrase grouping, voice inflection, and metrical structure.
B.1.2.2 Respond to basic commands and/or directions, greetings, and questions in Latin and/or Greek.	D.1.2.2 Respond and follow a short list of commands, directions, and questions in Latin and/or Greek.	E.1.2.2 Generate a short list of detailed commands, directions, and questions in Latin and/or Greek.
B.1.2.3 Create basic simple phrases using basic words in Latin and/or Greek.	D.1.2.3 Create sentences using simple grammatical structures and words in Latin and/or Greek.	E.1.2.3 Create complex grammatical structures using words in context in Latin and/or Greek and write passages of connected sentences.
B.1.2.4 Present in Latin and/or Greek written and oral sentences using basic vocabulary, and structural patterns.	D.1.2.4 Select passages in Latin and/or Greek with grammatical structures and tone appropriate to the audience and the purpose of the presentation.	E.1.2.4 Use texts in Latin and/or Greek with language structures, tone, and style appropriate to the audience and the purpose of the presentation.

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Cultures		
Standard 2.1 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans, and other ancient world cultures. **Standard 2.2 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans, and other ancient world cultures.**		
Beginning Stage **(Level 1)**	**Developing Stage** **(Levels 2 & 3)**	**Expanding Stage** **(Levels 4 & 5)**
	Perform required skills from previous stage and...	*Perform required skills from previous stages and...*
B.2.1.1 Recognize and identify the location and geography of the Greco-Roman world and other ancient world cultures	D.2.1.1 Discuss how cultural customs and traditions of the Greco-Roman world were shaped by geography and climate.	E.2.1.1 Examine what socio-economic, geographic and climatic factors affected cultural practices and perspectives in the Greco-Roman world and other ancient world cultures.
B.2.1.2 Recognize and identify common daily life customs, traditions, and festivities of the Greco-Roman world and other ancient world cultures.	D.2.1.2 Engage in simulated customs, traditions, and festivities of the Greco-Roman world using appropriate patterns of behavior (e.g. banquets, marriage/funeral passages, holiday celebrations, etc).	E.2.1.2 Discuss and analyze patterns of behavior typically associated with customs, traditions, and festivities of the Greco-Roman world, and the perspectives associated with them.
B.2.1.3 Recognize and identify common belief systems and philosophical ideas reflected in the mythological canon of the Greco-Roman world and other ancient world cultures.	D.2.1.3 D. Explain daily practices and individual perspectives in the Greco-Roman world impacted by their belief systems and philosophical ideas.	E.2.1.3 Analyze and discuss ways the Western world has been shaped and impacted through literary, philosophical, and artistic expressions associated with belief systems of the Greco-Roman world.
B.2.2.4 Recognize and identify prominent historical individuals and their contributions associated with the Greco-Roman world and other ancient world cultures.	2.2.4 Recognize, identify and place in chronological order political and/or cultural figures, and historical events describing their impact and/or contributions to the Greco-Roman world.	E.2.2.4 Discuss and analyze how historical factors, political and/or cultural individuals, and/or groups of people affected the evolution and/or preservation of some cultural practices and perspectives in the Greco-Roman world and other ancient world cultures.
B.2.2.5 Identify mythological characters, simple themes, ideas, and perspectives of the Greco-Roman world as evidenced through artistic expressions.	D. 2.2.5 Research, compare and contrast products, artifacts, dwellings, and symbols of the Greco-Roman world, and the practices and perspectives associated with them.	E.2.2.5 Analyze and discuss how products and practices, such as political, educational and/or economic structures and belief systems, reflect both cultural and individual perspectives of the Greco-Roman world.

Cultures		
Standard 2.1 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans, and other ancient world cultures. **Standard 2.2 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans, and other ancient world cultures.**		
Beginning Stage **(Level 1)**	**Developing Stage** **(Levels 2 & 3)**	**Expanding Stage** **(Levels 4 & 5)**
B.2.2.6 Recognize and identify prominent artistic expressions of the Greco-Roman world including literary, visual, and performing arts.	D.2.2.6 Identify artistic styles in the Greco-Roman world and discuss the meanings of literary, visual, and performing art examples and how they reflect individual, cultural, and/or socio-economic perspectives.	E.2.2.6 Analyze and evaluate the relevance of literary, visual and performing arts, and other artifacts from the Greco-Roman world discussing their impact on other artistic expressions in the Western world.

Connections		
Standard 3.1 Students reinforce and further their knowledge of other disciplines through their study of classical languages. **Standard 3.2 Students expand their knowledge through the reading of Latin or Greek and the study of ancient cultures.**		
Beginning Stage **(Level 1)**	**Developing Stage** **(Levels 2 & 3)**	**Expanding Stage** **(Levels 4 & 5)**
	Perform required skills from previous stage and...	*Perform required skills from previous stages and...*
B.3.1.1 Recognize and identify geographical and climatic information using the study of the Greco-Roman world and other ancient world cultures	D.3.1.1 Present, compare and contrast geographical, climatic, and cultural data through the study of the Greco-Roman world and other ancient world cultures.	E.3.1.1 Analyze and interpret geographical, climatic, and cultural data through the study of the Greco-Roman world and other ancient world cultures.
B.3.1.2.Identify the sequential order of historical events using the study of the Greco-Roman world.	D.3.1.2 Present, compare, and contrast historical events in sequence through the study of the Greco-Roman world.	E.3.1.2 Examine and interpret historical events, their causes and consequences through the study of the Greco-Roman world.
B.3.1.3 Recognize Greek and Latin derivatives in contemporary American English and/or other Western modern languages familiar to the students.	D.3.1.3 Explain Latin and/or Greek terminology being used in the fields of literature, medicine, law, social sciences, military, technology, sports, and the arts.	E. 3.1.3 Infer and interpret the meaning of highly specialized Latin and/or Greek terminology applied to professional fields of study.
B. 3.1.4 Describe and identify the legacy of the Greco-Roman world in the contemporary Western world (roman numerals, architecture and sculpture, road designs, military drills, diet, sports, etc).	D. 3.1.4 Research and explain products and practices of the Greco-Roman world present in the contemporary Western world as evidenced in authentic texts and/or artistic expressions in Latin and/or Greek (months, week days, calendar year, nomenclature, military, etc).	E.3.1.4 Analyze the influence Greek and Latin literary texts, philosophical ideas, and artistic expressions such as drama, ceramics, architecture, sculpture, and music have had on the contemporary Western world and its literary, philosophical, and artistic expressions.
B. 3.2.5 Recognize basic information related to the Greco-Roman world from reading simple passages in Latin and/or Greek.	D. 3.2.5 Explain perspectives, practices, and/or products that exist in the Greco-Roman world through readings of adapted or non-adapted Latin and/or Greek passages.	E. 3.2.5 Analyze the style and structures of different classical poetic forms and prose genres comparing them to those of other ancient world cultures.

Connections		
Standard 3.1 Students reinforce and further their knowledge of other disciplines through their study of classical languages. **Standard 3.2 Students expand their knowledge through the reading of Latin or Greek and the study of ancient cultures.**		
Beginning Stage **(Level 1)**	**Developing Stage** **(Levels 2 & 3)**	**Expanding Stage** **(Levels 4 & 5)**
B. 3.2.6 Recognize and identify basic philosophical ideas, and belief systems through reading simple passages in Latin and/or Greek.	D.3.2.6 Explain philosophical ideas and belief systems from the readings of adapted and non-adapted passages in Latin and/or Greek.	E. 3.2.6 Analyze and interpret philosophical ideas and belief systems from authentic texts in Latin and/or Greek comparing them to other ancient world cultures.

Comparisons		
Standard 4.1 Students recognize and use elements of the Latin or Greek Language to increase knowledge of their own languages. **Standard 4.2 Students compare and contrast their own culture with that of the Greco-Roman world, and other ancient world cultures.**		
Beginning Stage **(Level 1)**	**Developing Stage** **(Levels 2 & 3)**	**Expanding Stage** **(Levels 4 & 5)**
	Perform required skills from previous stage and…	*Perform required skills from previous stages and…*
B.4.1.1 Recognize and identify the influence of Latin and/or Greek language including roots, suffixes and prefixes in the origin and evolution of many Western languages, including English.	D.4.1.1 Research and explain expressions, abbreviations, and mottoes used in the contemporary Western world derived from Latin and/or Greek comparing them to other word borrowings from other world languages.	E.4.1.1 Analyze and evaluate the influence of Latin and/or Greek literary works on the poetry and prose of the Western world comparing them to literary works from other world languages.
B.4.1.2 Identify other languages and/or dialects spoken by large groups of people in the Greco-Roman world comparing their situation to that of the US nowadays.	D.4.1.2 Compare the various meanings of words in different contexts in Latin and/or Greek with American English.	E.4.1.2 Compare and contrast the evolution of some Western modern languages with English.
B.4.1.3 Compare the structure of Latin and/or Greek basic sentences with those in written modern formal and/or informal American English.	D.4.1.3 Recognize differences and similarities in grammatical structures and literary conventions in the works of prose in Latin and/or Greek with those in written modern formal American English.	E.4.1.3 Recognize and analyze differences and similarities in grammatical structures and literary conventions in the works of poetry in Latin and/or Greek with those written in modern formal American English.
B.4.2.4 Describe daily living patterns and surroundings in both the Greco-Roman world and the dominant culture of the US.	D.4.2.4 Compare and contrast cultural traditions and celebrations from the Greco-Roman world and the students' own culture(s) emphasizing the impact that the Greco-Roman world had on Western culture.	E.4.2.4 Compare and contrast products, practices, and perspectives from the Greco-Roman world and the students' own culture(s) evaluating the impact of the contributions of the Greco-Roman world on Western culture.

Comparisons		
Standard 4.1 Students recognize and use elements of the Latin or Greek Language to increase knowledge of their own languages. **Standard 4.2 Students compare and contrast their own culture with that of the Greco-Roman world, and other ancient world cultures.**		
Beginning Stage **(Level 1)**	**Developing Stage** **(Levels 2 & 3)**	**Expanding Stage** **(Levels 4 & 5)**
B.4.2.5 Compare public life in the Greco-Roman world with those of modern Western culture.	D.4.2.5 Explain aspects of public life in modern Western culture influenced by the Greco-Roman world comparing them to influences from other ancient world cultures.	E.4.2.5 Analyze and interpret influences of public life from the Greco-Roman world on modern Western culture, and compare and contrast them to influences from other ancient world cultures.
B.4.2.6 Describe cultural beliefs, opinions, and perspectives related to daily life in the Greco-Roman world comparing them to the students' own culture(s).	D.4.2.6 Compare myths, poetic and epic traditions from the Greco-Roman world to the students' own culture(s), and/or other ancient world cultures.	E. 4.2.6 Compare, contrast, and analyze myths, historical facts, and controversial issues, and/or opinions in the Greco-Roman world and the students' own culture, and/or other ancient world cultures.

Communities		
Standard 5.1 Students use their knowledge of Latin and Greek in a multilingual world. **Standard 5.2 Students use their knowledge of Greco-Roman culture in a world of diverse cultures.**		
Beginning Stage **(Level 1)**	**Developing Stage** **(Levels 2 & 3)**	**Expanding Stage** **(Levels 3 & 4)**
	Perform required skills from previous stage and…	*Perform required skills from previous stages and…*
B.5.1.1 Understand applications and uses of Latin and/or Greek words in the scientific professions.	D.5.1.1 Explain the uses and applications of Latin and/or Greek words and phrases in the scientific world.	E.5.1.1 Analyze the use and application of Latin and/or Greek words, and phrases in highly specialized terminology used by legal and scientific professionals, and the academia.
B.5.1.2 Identify Latin and/or Greek influence in common American English usage.	D.5.1.2 Identify and explain Latin and/or Greek influence in one or more Western modern language(s) as well as English.	E.5.1.2 Analyze the forces of influence of Latin and/or Greek in one or more Western modern language(s) as well as English.
B.5.1.3 Participate in the target language and culture club activities which benefit the school and/or community of learners.	D.5.1.3 Engage in activities and/or events related to the Greco-Roman legacy within and outside the local community that expand students' interests, career goals, and cultural enrichment for life-long learning.	E.5.1.3 Engage in activities and events locally, nationwide, and/or internationally that foster cultural understanding through the Greco-Roman legacy.
B. 5.2.4 Recognize and identify community resources available on the Greco-Roman world and its legacy.	D.5.2.4 Use a variety of community and world resources and sources including electronic ones to research a topic related to the Greco-Roman world.	E. 5.2.4 Research historical facts, opinions, and perspectives about the Greco-Roman world and its legacy using a variety of electronic and non-electronic sources in and outside the community.
B.5.2.5 Locate organizations in the community representing the culture and legacy of the Greco-Roman world and other ancient world cultures.	D.5.2.5 Participate in organized activities in organizations representing the legacy of the Greco-Roman world, and visit exhibits in local museums exploring the importance of the Greco-Roman world and other ancient world cultures.	E.5.2.5 Participate in trips to other regions of the world where the Greco-Roman world legacy is most evident expanding students' cultural insight, understanding and tolerance.

Communities		
Standard 5.1 Students use their knowledge of Latin and Greek in a multilingual world. **Standard 5.2 Students use their knowledge of Greco-Roman culture in a world of diverse cultures.**		
Beginning Stage (Level 1)	**Developing Stage (Levels 2 & 3)**	**Expanding Stage (Levels 3 & 4)**
B.5.2.6 Recognize and identify Greco-Roman mythological basic themes, and characters in Western music and art. B.5.2.7 Identify ethnic, cultural, and linguistic diversity in the Greco-Roman world and other ancient world cultures.	B.5.2.6 Research the use of Greco-Roman mythology in Western literature, art, and music explaining different perspectives according to historical time periods. D.5.2.7 Explain the similarities and differences of issues regarding ethnic, cultural, and linguistic diversity in the Greco-Roman world and their present situation in the US	E.5.2.6 Analyze the role of Greco-Roman mythology in Western literature, art, and music explaining various historical and personal perspectives according to time periods. E.5.2.7 Analyze issues regarding ethnic, cultural, and linguistic diversity in the Greco-Roman world comparing and contrasting them to those of modern Western cultures.

Glossary

Ancient World Cultures: the study of periods of history that refers to the culture of the people of Ancient Africa, Ancient Greece, Ancient Rome, Ancient China, Ancient Aztec, and Ancient Mayan, to name a few.

Authentic materials: the products of the ancient world. For students of Latin and Greek, un-adapted literature is the most important authentic material. All the remains of the classical world contribute to our knowledge of their practices, their perspectives, and their culture: literature, non-literary records, artifacts, art, architecture, and all the things that archaeologist unearth.

Culturally authentic: materials the Romans used, read, saw, and touched. Because these materials are rare or inaccessible to most students, it is necessary to create materials that approximate what was known in the ancient world.

Greco-Roman: period of history that refers to the culture of the peoples who were incorporated into the Roman Republic and Roman Empire.

Literature: Greek and Latin literature ranges at least from the 8th century B.C. through the classical periods of Greece and Rome, the Byzantine and Middle Ages, the Renaissance, and even into the present age. Epic, lyric, tragic and comic drama, satire, history, biography, oratory, philosophy, scientific, agricultural, and medical treatise, even the novel are among the genres read by student of Latin and Greek. Caesar, Cicero, and Vergil have long been standard fare for high school students, however, Standards for Classical Language Learning does not mandate the study of any particular set of authors but is intended to guide students toward mastery of the language that will enable them, at the most advance level, to read any author of Latin or Greek.

Poetry: a form of art in which language is used for its aesthetic and evocative qualities in addition to, or in lieu of, its ostensible meaning. Poetry may be written independently, as discrete poems, or may occur in conjunction with other arts, as in poetic drama, hymns or lyrics.

Prose: comes from the Latin prosa, meaning straightforward, hence the term "prosaic," which is often seen as pejorative. Prose describes the type of writing that prose embodies, unadorned with obvious stylistic devices.

Scenario: A picture in words of student performance in a classroom situation. It is a fully developed segment of curriculum, is articulated in a lesson plan, has activities, and uses specific linguistic and pedagogical strategies.

AMERICAN SIGN LANGUAGE

Overview

"ASL is a natural language as proved to the satisfaction of the linguistic community by William Stokoe, and contains phonology, morphology, semantics, syntax and pragmatics just like spoken languages. It is a *manual language* or *visual language*, meaning that the information is expressed not with combinations of sounds but with combinations of handshapes, palm orientations, movements of the hands, arms and body, location in relation to the body, and facial expressions. While spoken languages are produced by the vocal cords only, and can thus be easily written in linear patterns, ASL uses the hands, head and body, with constantly changing movements and orientations. Like other natural sign languages, it is "three dimensional" in this sense. Sign languages are not pantomime — in other words, signs are largely arbitrary and have no necessary visual relationship to their referent, much as most spoken language is not onomatopoeic. Nor are they a visual rendition of an oral language. They have complex grammars of their own, and can be used to discuss any topic, from the simple and concrete to the lofty and abstract. ASL is used natively and predominantly by the Deaf and hard-of-hearing of the United States and Canada." (This definition of American Sign Language from "American Sign Language – Linguistics." Wikipedia Retrieved 16 Aug 2008. http:/www.answers.com/topic/american-sign-language)

American Sign Language courses are open to all students regardless of hearing status. As competency in ASL becomes greater in the general population, deaf or hard of hearing students become less isolated from the social and economic mainstream, their confidence and self-esteem grow, and the full range of their communication needs can be better considered. Students who are not deaf or hard of hearing also gain a valuable skill with career potential (e.g., sign language interpreting) and learn general lessons about the nature of language as a communication tool. The major goal of instruction in ASL is to enable students to communicate well in the target language and to become aware of its history and cultural implications.

Deaf culture encompasses communication, social protocol, art, entertainment, recreation and education. Students who study ASL gain access to the rich cultural heritage of the Deaf Community, which includes a distinguished tradition of visual poetry, narrative, and theater.

In addition to academic and career benefits of learning ASL, other benefits include:
- Increased socialization between hearing and deaf students
- Increased interest in becoming interpreters, which may ease the shortage of interpreters
- Increased acceptance of having deaf people as employees and co-workers
- Increased interest in becoming educators of the deaf
- More jobs in teaching sign language

According to a 2006 survey by the Modern Languages Association (MLA), ASL is the fourth most studied language on college campuses, slightly ahead of Italian. The study of ASL provides practical training for students entering a range of professions in the field of deafness, and may strengthen students' qualifications for various non-deafness careers. As social, community, legal and educational services have expanded nationwide; many career possibilities have opened up for persons interested in professional work in deaf-related fields. Deaf-related vocations include sign language interpreters, sign language instructors, counselors, government specialists, audiologists, speech pathologists, program administrators, and community service personnel.

The District of Columbia ASL standards were extensively adapted from North Carolina, Georgia and Virginia state ASL standards. North Carolina's ASL standards were compiled by a group comprised of higher education professionals and K-12 instructors, led by Rachael Ragin, N.C. Department of Instruction's Deaf Education and Audiology Consultant.

In order to meet current District of Columbia Graduation Requirements, students must earn 2.0 Carnegie Units in a World Language [Title 5 DCMR, Chapter 22 – 2203.2]. All DCPS students must successfully complete two years of the **same** language to graduate. Limited English Proficient (LEP) students who have successfully completed a world Language course in their home country (as reflected on official transcript) have met the language requirement. ***Additionally, students who successfully complete two years in American Sign Language courses will be granted credits for graduation.***

During the 2007-2008 School Year, as report in the District of Columbia Public School (DCPS) Encore database, there were 63 Hearing Impaired students. According to a 2006-2007 Annual Survey of Deaf and Hard of Hearing Children and youth conducted by Gallaudet Research Institute, there were 349 children in the District of Columbia with a hearing condition.   It is important to ensure that students who are not deaf or hard of hearing have the opportunity to learn how to communicate with the Deaf Community.

Organization

American Sign Language is a designated Modern Language, therefore the standards for ASL are correlated with the National Standards for Foreign Language Learning and are organized around the 5 C's: the three modes of Communication: interpersonal (IP), interpretive (I), and presentational (P), as well as Cultural Perspectives, Practices and Products, Connections, Comparisons, and Communities.

The District of Columbia ASL standards follow a development model similar to the one used in the Classical Languages section; the ASL standards do not set an upper limit of what can be accomplished by the students. They establish the minimum that students should be able to do by the end of each level. In the developing and expanding levels, students in their third and fifth year of study in the language are required to demonstrate all progress indicators to show attainment of the standards, whereas those students in the second and fourth year in the language are expected to demonstrate evidence of attaining the standards through the less demanding progress indicators on such level. In the beginning level all progress indicators should be demonstrated by students as evidence of standards attainment. Students with IEPs are exempted since they might need more time and several accommodations.

The second language learning process applies to the learning of American Sign Language in the same manner that it applies to learning an auditory language. Learning to communicate requires learning about culture, making connections with other disciplines, drawing comparisons within and outside the language, and using language in communities. Attaining fluency in American Sign Language requires the same amount of instruction that is required to become fluent in any modern or classical language (Baker and Cokely, 1980)

How to Interpret the Numbering Sequence

The proficiency indicators for American Sign Language are indicated as Beginning (B), Developing (D), or Expanding (E), followed by the goal number and another number for the indicator order. The use of beginning, developing, and expanding underscores the belief that acquisition of a second language is a long-term process that should be a part of a student's educational experience from kindergarten through grade 12. The terms beginning, developing, and expanding emphasize the fact that language is a complex system and that skills are developed over a long period of time. A student at the beginning stage is learning basic skills regardless of the student's grade level. A student at the developing stage is able to use short phrases, and simple sentences, but still will not be considered proficient or fluent in any of the five goals using the target language. A student experiencing a K-12 continuum of language experiences will be at the expanding level and able to participate in the target language in analytical and higher-level tasks similar to those in his/her other core and elective subjects.

Examples:
B.1.2.1
B: Beginning   1.2: Communication   1: first progress indicator
D.1.2.1
D: Developing   1.2: Communication   1: first progress indicator
E.1.2.1
E: Expanding   1.2: Communication   1: first progress indicator

Communication		
Standard 1.1 Students engage in one-on-one and group conversation and exchange information and opinions on a variety of topics. (Interpersonal Mode)		
Beginning Stage (Level 1)	**Developing Stage (Levels 2 & 3)**	**Expanding Stage (Levels 4 & 5)**
	Perform required skills from previous stage and…	*Perform required skills from previous stages and…*
B.1.1.1 Produce signs, handshapes, facial expressions, gestures, body movements, and appropriate actions with direct guidance	D.1.1.1 Use signs, handshapes, facial expressions, gestures, body movements and appropriate actions to convey and comprehend signed messages with some adequate guidance	E.1.1.1 Use signs, handshapes, facial expressions, gestures, body movements, appropriate actions and other creative means to express and comprehend ideas in diverse settings with no guidance.
B.1.1.2 Ask and answer simple signed questions about basic personal information and the student's immediate environment (school events, family, celebrations).	D.1.1.2 Give and follow a short list of signed commands and directions in a variety of familiar situations in public places using adequate gestures.	E.1.1.2 Give, follow, and restate a series of detailed instructions in unfamiliar and/or novel situations.
B.1.1.3 Follow and give simple directions, commands and requests.	D.1.1.3 Ask and respond to clarify information regarding routine, familiar activities, and factual questions on common topics (school events and experiences).	E.1.1.3. Develop and propose solutions to various issues and problems that are of concern to their own culture and to members of the Deaf Culture
B.1.1.4 Give simple descriptions about people and objects in their immediate environment (e.g. size and shape specifiers, classifiers and adjectives).	D1.1.4 Exchange information and ideas on everyday topics with emphasis on present, past, and future time frames.	E.1.1.4 Engage in original and spontaneous communications on various topics with emphasis on a variety of time frames, and contemporary and historical events and issues.
B.1.1.5 Initiate brief exchanges incorporating sequential information (e.g. telling time, days of the week, months, seasons, numbers, expressive fingerspelling).	D1.1.1.5 Initiate, sustain, and close exchanges using increasingly complex conceptually accurate grammar and Syntax.	E.1.1.5 Engage in and sustain exchanges applying new complex non-manual markers, registers, classifiers, cultural behaviors, and structures to common and new situations.
B.1.1.6 Sign basic greetings, farewells and various expressions of courtesy (e.g. eye gaze, turn taking, getting attention).		E.1.1.6 Recognize communication breakdowns and request or provide the necessary repair.

Communication		
Standard 1.2 Students demonstrate an understanding of American Sign Language through a variety of media and based on topics such as self, family, school, etc. (Interpretive Mode)		
Beginning Stage **(Level 1)**	**Developing Stage** **(Levels 2 & 3)**	**Expanding Stage** **(Levels 4 & 5)**
	Perform required skills from previous level and…	*Perform required skills from previous levels and…*
B.1.2.1 Use visual and simple manual markers to understand simple signed and written messages in informal settings.	D.1.2.1 Interpret signs, body language, and common non-manual markers to clarify and understand signed and written messages in formal and informal settings.	E.1.2.1. Interpret, and infer from cultural nuances of meaning in sign language (i.e. gestures, signs, complex non-manual markers, body language) to clarify and comprehend signed and written messages in formal and informal settings.
B.1.2.2 Demonstrate understanding of the general tone in signed and written communication.	D.1.2.2 Identify and demonstrate understating of the tone and meaning in a contextualized signed and written communication.	E.1.2.2 Respond and evaluate the tone and implied meaning of signed and written communications found in a variety of sources, including the media, used in the Deaf culture or subjects studied in other classes.
B.1.2.3 Demonstrate understanding of simple signed and written language topics that are presented through a variety of media used in the Deaf culture.	D.1.2.3 Demonstrate understanding of signed and written language on familiar topics, ideas, and current affairs that are presented through a variety of media used in the Deaf culture.	E.1.2.3 Demonstrate comprehension of the main ideas and supporting details related to current and past events reported in a variety of media used by the Deaf culture or subjects studied in other classes.
B.1.2.4 Demonstrate understanding of basic main ideas and supporting details in appropriate signed narratives, in person or via video-tape.	D.1.2.4 Identify and demonstrate understanding of the main ideas and essential details in appropriate signed narratives in person or via video-tape.	E.1.2.4 Discuss and analyze main ideas and pertinent details in signed narratives (in person or via video-tape) with classifiers and increasingly complex non-manual markers and characterization.

Communication		
Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics that contain a variety of vocabulary, phrases, and patterns. (Presentational/Expressive Skills)		
Beginning Stage **(Level 1)**	**Developing Stage** **(Levels 2 & 3)**	**Expanding Stage** **(Levels 4 & 5)**
	Perform required skills from previous stage and…	*Perform required skills from previous stages and…*
B.1.3.1 Present in ASL brief rehearsed informational narratives (monologues, dialogues, poetry, etc).	D.1.3.1. Present rehearsed and unrehearsed materials on familiar and unfamiliar topics using appropriate ASL vocabulary, syntax, and discourse.	E.1.3.1 Create and present in ASL cultural arts events enjoyed by the Deaf community or connected to another subject area. E.1.3.2 Present in ASL information showing persuasion, interpretation, and critical analysis on a variety of topics.
B.1.3.2 Present in ASL narratives containing a variety of familiar signs, ASL vocabulary, and structural patterns.	D.1.3.2 Present in ASL information that combines learned as well as original language in simple and increasingly more complex sentences and paragraphs.	
B.1.3.3 Demonstrate attention to accuracy in everyday signs and phrases especially when presenting prepared non-written material in ASL on familiar topics.	D.1.3.3 Demonstrate increasing attention to accuracy by using appropriate vocabulary, non-manual signals and register variation when presenting non-written material in ASL in familiar and unfamiliar topics.	E.1.3.3 Use language, style, and tone appropriate to the audience and the purpose of the presentation using highly specialized vocabulary and acronyms through finger spelling when needed(e.g., health, medical, legal, complex mathematical terms, etc).

Cultures		
Standard 2.1 Students gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of Deaf and other cultures.		
Beginning Stage **(Level 1)**	**Developing Stage** **(Levels 2 & 3)**	**Expanding Stage** **(Levels 4 & 5)**
	Perform required skills from previous stage and...	*Perform required skills from previous stages and...*
B.2.1.1 Describe customs and traditions of Deaf culture(s), such as greetings, celebrations, and courtesies identifying simple patterns of behavior.	D.2.1.1 Interact in group customs and traditions of the Deaf culture(s) observing and identifying common patterns of behavior (i.e. eye contact or getting someone's attention) in order to engage appropriately in real or simulated cultural events.	E.2.1.1 Discuss and interpret customs, traditions and patterns of behavior typically associated with Deaf culture(s) analyzing their evolution and preservation.
B.2.1.2 Recognize and identify historical and contemporary individuals associated with important events from the Deaf culture(s).	D.2.1.2 Research and group in order of relevance members of the Deaf culture(s), and events demonstrating knowledge of diversity within the Deaf community.	E.2.1.2 Analyze and examine the impact of international deaf communities (i.e. Deaf Way, World Federation of the Dead, Deaf Olympics, etc) in the evolution and improvement of related issues of the Deaf culture(s) in the US.
B.2.1.3 Recognize and identify prominent artistic expressions of the Deaf culture(s) including literary, visual, and performing arts.	D.2.1.3 Recognize and identify products, artifacts and symbols of the Deaf culture(s) as evidenced through various artistic expressions emphasizing their cultural perspectives.	E.2.1.3 Analyze and evaluate examples of literary, visual, and performing arts typically associated with Deaf culture(s) discussing how they reflect individual, cultural, and/or socio-political perspectives.
B.2.1.4 Recognize and identify the impact technology, education, and laws have had on Deaf culture(s).	D.2.1.4 Recognize, identify, and place in chronological order medical, educational, legal, technological, and mass media practices and perspectives associated to them, and their impact on Deaf culture(s).	E.2.1.4 Analyze and evaluate current medical, legal, educational, technological, and mass media practices and their present and future impact on Deaf(s) culture(s). .
B.2.1.5 Recognize and identify simple themes of Deaf culture(s) as evidenced through artistic expressions.	D.2.1.5 Recognize, identify and explain simple themes, ideas, and perspectives of Deaf culture(s) as evidenced through artistic expressions.	E.2.1.5 Analyze and evaluate the relevance of artistic expressions and styles associated with Deaf culture(s) and their impact on other artistic expressions and styles in other culture(s) including those present in the US.

Connections		
3.1 Students reinforce and further their knowledge of other disciplines through their knowledge of and skills in using American Sign Language (ASL).		
Beginning Stage (Level 1)	**Developing Stage (Levels 2 & 3)**	**Expanding Stage (Levels 3 & 4)**
	Perform required skills from previous stage and…	*Perform required skills from previous stages and…*
B.3.1.1 Recognize and identify technological resources to access and exchange information with and within the Deaf community (e.g., closed captions (CC), TTY and relay).	D.2.1.1 Describe experiences of using technology and/or other resources employed by deaf persons at home and work (e.g., light flashings and vibrating devices, hearing dogs, etc).	E.3.1.1 Speculate on future technological advances that affect the deaf, deafness, and American Sign Language (e.g., drive-through windows, viewer phones, rear-view captioning).
B.3.1.2 Show understanding of simple concepts learned in other subjects using ASL.	D.3.1.2 Discuss topics from other subject areas and fields of study using American Sign Language (e.g., geographical, government, civics, health terms and concepts, literature and drama, geometry, etc).	E.3.1.2 Relate content from other subject areas to relevant topics discussed in the ASL class (e.g., literature by or for deaf people, deaf as being portrayed by the media, sports, etc).
B.3.1.3 Recognize and identify learning strategies and processes from other disciplines and/or fields of study.	D.3.1.3. Explain concepts that are unique to the deaf community and their implications for language learning (e.g., hearing of hearing, hearing of deaf, deaf of hearing, deaf of deaf, and hard of hearing).	E.3.1.3 Speculate on future societal changes to accommodate unique needs typical of the deaf community.
B.3.1.4 Demonstrate awareness of print and non-print resources for, by, and about deaf people, deafness, ASL.	D.3.1.4 Identify and explain current and historical issues and perspectives from members and communities of the Deaf culture, present on print and non-print resources.	E.3.1.4 Analyze and interpret Deaf perspectives on issues regarding deafness, the Deaf, and ASL as being presented on print and non-print resources.
B.3.1.5 Identify basic current examples of perspectives of American Sign Language (e.g., French influence on ASL, Milan Conference, A.G. Bell and Thomas Minor Gallaudet, and educational environments).	D.3.1.5 Explain issues from different perspectives shared by members of the Deaf culture regarding ASL.	E.3.1.5 Apply knowledge of diversity within the Deaf culture(s) and one's own knowledge of American Sign Language to analyze and interpret different points of view.

Comparisons		
Standard 4.1 Students demonstrate understanding of the nature of language and culture through comparisons of American Sign Language and their own language(s) and culture(s).		
Beginning Stage **(Level 1)**	**Developing Stage** **(Levels 2 & 3)**	**Expanding Stage** **(Levels 3 & 4)**
	Perform required skills from previous stage and…	*Perform required skills from previous stages and…*
B.4.1.1 Recognize differences and similarities between auditory modern languages and the visual/conceptual features of American Sign Language, including homophones, manual babbling.	D.4.1.1 Compare and contrast vocabulary usage and structural patterns of ASL with those of American English (i.e. verb conjugations and/or time markers).	E.4.1.1 Analyze differences and similarities between literary genres of ASL with those of other modern languages including American English (e.g., poetry).
B.4.1.2 Compare ASL morphology with that of other modern languages such as inflection, modulation and temporal aspects.	D.4.1.2 Explain syntactical and linguistic similarities and differences between ASL and other modern languages (e.g., relationship between sign/word order and meaning, question format, verb inflections, time and tense indicators).	E.4.1.2 Analyze the differences and similarities between American English and ASL regarding idioms, slang and other figurative language (e.g., translations to/from English and ASL) including regional sign variations.
B.4.1.3 Compare basic patterns of behavior and interaction in Deaf culture(s) with those of other cultures in the US.	D.4.1.3 Compare and contrast social conventions of the Deaf culture(s) with other cultures in the US (e.g., family dynamics, deaf child/deaf parents, deaf child/hearing parents, coda/Koda, etc).	E.4.1.3 Analyze the differences and similarities of patterns of behavior and their evolution typically associated with the Deaf culture(s) and those of other minority cultures in the US.
B.4.1.4 Identify differences and similarities in the technological resources to access and exchange information with and within the Deaf community and other auditory communities in the US (e.g., phone/TV access, ring signalers, visual noise, proxemics, eye contact, driving, and use of interpreters, etc).	D.4.1.4 Compare and contrast experiences of using technology and/or other resources employed by deaf persons, at home and work, and other members of their family and/or work community(e.g., closed captions (CC), TTY and relay, light flashings, vibrating devices, hearing dogs, etc).	E.4.1.4. Analyze the differences and similarities on future technological advances that affect the deaf, deafness, and American Sign Language, and the rest of the auditory community (e.g., drive-through windows, viewer phones, rear-view captioning) speculating on their financial cost and benefits.
B.4.1.5 Compare prominent historical and contemporary individuals associated with important events from the Deaf culture(s) and other cultures in the US.	D.4.1.5 Compare and contrast prominent artistic expressions of the Deaf culture(s) including literary, visual, and performing arts to those of the audio cultures of the US	E.4.1.5 Analyze differences and similarities of international deaf communities and those in the US speculating on future collaboration and exchanges.

Communities		
Standard 5.1 Students will use American Sign Language and demonstrate cultural knowledge and understanding within and beyond the school setting for educational, recreational and occupational purposes.		
Beginning Stage (Level 1)	**Developing Stage (Levels 2 & 3)**	**Expanding Stage (Levels 4 & 5)**
	Perform required skills from previous stage and…	*Perform required skills from previous stages and…*
B.5.1.1 Recognize applications and uses of ASL within the local community.	D.5.1.1 Communicate using ASL with members of the Deaf community on topics of personal and/or community interest. .	E.5.1.1 Communicate using ASL with deaf people in and outside the community on various topics and issues.
B.5.1.2 Participate in career exploration or school-to-work projects that are enhanced by knowledge of ASL and culture(s).	D.5.1.2 Engage in activities and/or events within and outside the local community that enhance the knowledge of ASL and culture(s), students' interests, career goals, and life-long learning.	E.5.1.2 Participate or organize an event and/or celebration for the community and/or school promoting diversity and deafness awareness (i.e. communication modes, educational placement, and sub-groups).
B.5.1.3 Identify community resources available on familiar topics for the deaf.	D.5.1.3 Use a variety of resources in and outside the community to research topics and issues related to Deaf culture(s) and ASL.	E.5.1.3 Use a variety of resources in and outside the community to present current issues regarding Deaf culture(s) and advocate for better services.
B.5.1.4 Locate community organizations and individuals representing Deaf culture(s) and ASL and highlight their importance and contributions.	D.5.1.4 Participate in organized activities, functions, and events that represent Deaf culture(s) and ASL exploring their importance locally and/or internationally.	E.5.1.4 Participate in nationwide exchanges or international ones promoting deaf awareness, understanding and tolerance for diversity.

Glossary

ADA (Americans with Disabilities Act) - a federal legislation which impacts accessibility for disabled persons in education, the workplace, and public places.

American Sign Language (ASL) – a visual-manual language used by most Deaf people in the United States and Canada; the grammar and syntax of which are not the same as American English.

Argumentative – attempts to prove something to the hearer.

Closed Caption – a simultaneous translations system where spoken language is typed and shown on the base of the television screen or monitor.

Cochlear Implant - an electronic device surgically implanted to stimulate nerve endings in the inner ear (cochlea) in order to receive and process sound and speech**.**

Conversational – dialogue with different types of discourse elements included such as explanatory, argumentative, and narrative.

Culture – the way of life of the members of a society; the values, habits and ideas that they learn, share and transmit from generation to generation.

Deaf/Deafness – hearing loss, which is severe enough to make it hard for a person to understand speech through listening with or without hearing aids or cochlear.

Deaf community – the community comprised of people who are deaf, hard of hearing, coda/koda and their relatives, and hearing who have positive accepting attitudes toward deafness, attitudes which can be seen in their linguistic, social, and political behaviors.

Deaf culture - composed of people who have varying degrees of hearing loss, use ASL as a primary language and share common beliefs, values, traditions and a way of interacting with each other, with the wider Deaf community and the hearing community.

Discourse – the continued transmission and receipt of information; an ongoing communicative event.

Expressive skill – the ability of the individual to incorporate facial expression, body language and posture with the hand formed lexical items to convey meaning.

Finger spelling – representation of the alphabet by finger positions in order to spell out words or longer strings of language.

Handshape - the precise manipulation of the fingers to execute finger spelling coupled with the palm orientation; the direction the hand faces the audience.

Hard of Hearing – hearing loss severe enough to interfere with school or work. Hard-of-Hearing people can typically process speech and language quite well with the help of an auditory device, such as a hearing aid.

Hearing Impaired – a label referring to persons with any degree of hearing loss, from mild to profound. This term is viewed as negative and stigmatizing by Deaf persons because the term "impaired connotes a negative meaning. The preferred term is "deaf and hard of hearing".

IDEA – Individuals with Disabilities in Education Act – PL94-142, Revised.

IEP (Individualized Education Program) – A team-developed, written document that outlines the goals for education and therapy for a student with disability, and provides a guideline for achieving them. An IEP for a deaf child should take into consideration such factors as: Communication needs and the child's family's preferred mode of communication; linguistic needs; severity of hearing loss and potential for maximizing auditory ability; academic level; and social and emotional needs, including opportunities for peer interactions and communication.

Idioms - those expressions in a language that say one thing but actually mean another. Meaning is interpreted rather than a direct translation.

Inflection – A change in the pitch of the speaking voice to add meaning or emphasis to a word of phrase; conveyed in interpreting by a postural or facial change.

Interpreter – a person who facilitates communication between persons of different languages through interpretation or transliteration. Interpretation expresses language from one modality to another, such as between Spoken English and American Sign Language.

Intonation – the aspect of speech made up of changes in pitch and stress in the voice. The voice may go higher or lower during speech to emphasize certain words or parts of words more than others.

Lexical items – the individual words which combine speech.

Linguistic - of or pertaining to language.

Morpheme – a linguistic unit of relatively stable meaning that cannot be divided into smaller meaningful parts.

Narrative – recounts a series of events ordered chronologically, usually occurs in the past.

Non-manual marker – any of the repertoires of semantic communicators other than with the hands.

Procedural – present information in sequential format.

Register – the tone of the communication; be it formal, informal, frozen, consultative, or intimate.

Role shift – adjusting the position of the body to convey different voices speaking in the expressive process.

Signing -the visual-manual language used by the majority of Deaf individuals. It is the modality in which manual signs, facial expressions, and body movements, hand shapes, and postures all convey complex linguistic information.

Syntax – defines the word classes of language (nouns, verbs, etc.) and the rules for their combination (which words can be combined, and in what order to convey meaning).

Transliterator – a person who expresses language into a coded form of the same language (spoken English into manually coded or Signed English).

Translate – change from one written language to another.

TTY (Teletypewriter) – a typewriter with an electronic communication channel: Teletypewriter is a common name for a telecomminications device for the deaf. It is sometimes called a TDD, or Telecommunication Device for the Deaf.

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APPENDIX

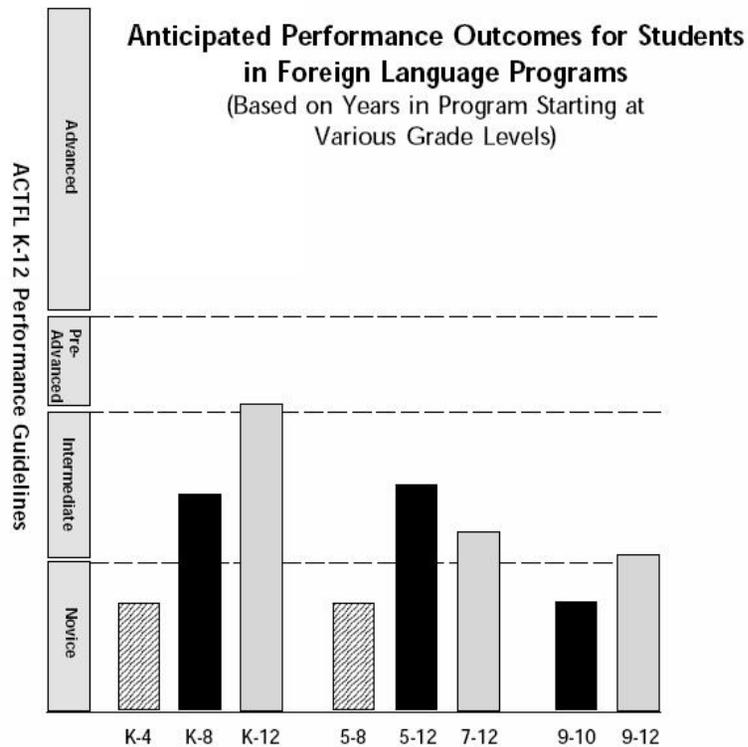# Appendix 1

Foreign Languages Offered and Age of Introduction

Country	First Foreign Language	Starting Age	Compulsory*	Widely Available	Additional Foreign Languages
Australia	French	6		X	German, Greek, Italian, Japanese
Austria	English	6	X		French, Italian
Brazil	English	11 or 12	X		Spanish, French, German
Canada	French	10	X		German, Spanish, Italian, Japanese, Mandarin, Chinese, Punjabi
Chile	English	>12	?		French, German, Italian
Czech Republic	English & German	9	2X		French Russian, Spanish
Denmark	English	10	2x		German, French, Spanish
Finland	English or other	9	2X		Swedish, Finnish, German, French, Russian, Spanish, Italian
Germany	English or other	8	2X		French, Spanish, Russian, Italian, Turkish
Israel	English	10	X		Hebrew, French, Arabic
Italy	English	8	X		French, German, Spanish, Russian
Kazakhstan	English	10	X		German, French
Luxembourg	German & French	6 and 7	2X		English, Italian, Spanish
Morocco	French	9	X		English, Spanish, German
Netherlands	English	10 or 11	2X		German, French
New Zealand	French	>12		X	Japanese, Maori, German, Spanish
Peru	English	>12	?		French, German
Spain	English	8	X		French, German, Italian, Portuguese
Thailand	English	6	X		French, German, Chinese, Japanese, Arabic
United States	Spanish	14		X	French, German, Japanese
*2X means that two languages are compulsory.					

Appendix 2

The most popular languages on college campuses in fall 2006 were:

Language	% increase from 2002
1. Spanish	10.3
2. French	2.2
3. German	3.5
4. American Sign Language	29.7
5. Italian	22.6
6. Japanese	27.5
7. Chinese	51.0
8. Latin	7.9
9. Russian	3.9
10. Arabic	126.5
11. Ancient Greek	12.1
12. Biblical Hebrew	-0.3
13. Portuguese	22.4
14. Modern Hebrew	11.5
15. Korean	37.1

Appendix 3

Anticipated Performance Outcomes for Students in Foreign Language Programs
(Based on Years in Program Starting at Various Grade Levels)

This chart shows the proficiency levels that can be expected from students who begin foreign language study at various grade levels and continue for a certain number of years (e.g., begin in kindergarten and go through 4th grade, or begin in 9th grade and go through 12th. The performance guidelines were based on information gathered from foreign language teachers and professionals. Source: *ACTFL Performance Guidelines for K-12 Learners.*